

JC-8

*Special*  
*Curricula*  
*Center* —an in-se

3-264

A COOPERATIVE PROGRAM INVOLVING THE IOWA STATE DEPARTMENT OF PUBLIC INSTRUCTION  
AND THE UNIVERSITY OF IOWA

LIFE EXPERIENCE UNITS

Spring Semester, 1967

Age Level 6-10

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LIFE EXPERIENCE UNIT

FOOD

Ages 6 - 10

Barbara Fisher



FOOD

Barbara Fisher

- I. Knowing about and understanding food is essential in the preservation of health and life. All children have daily contact with food, so a discussion of nutrition and other related topics should be quite natural to them. Many of the basic skill areas can be incorporated in this study and all of the core areas can become a part of the unit.

II. List of Sub-Units

1. Plants
2. Animals
3. Fish
4. Fowl
5. Preparation of food
6. Home
7. Public eating
8. Time
9. Health habits
10. Measurement
11. Safety
12. Farm
13. Transportation
14. Purchasing
15. Recreation

### III. General Objectives of this Unit

- A. One of the main objectives of this unit is to teach children where their foods come from. This should include meats, vegetables, fruits and manufactured foods.

The children should learn what the basic seven food groups are and how to plan a balanced menu with this knowledge. Also in this area they should find out about different methods of obtaining and preparing food.

They should be taught basic safety in the kitchen and home. Rules of courtesy involved with eating should be included also.

#### B. Concepts to be taught in order to attain general objectives

1. Source of food
2. Association of food and name
3. Manners and courtesy
4. Measuring
5. Safety in the home
6. Healthful meal planning
7. Food preparation
8. Buying food

#### IV. Activities of Concepts Reinforcing Core Areas

##### A. ARITHMETIC CONCEPTS

1. Buying food
  - a. recognition of coins and bills
  - b. making change
2. Measurement activities using teaspoon, tablespoon, cup and pint
3. Using clocks
4. Reading numbers, prices

##### B. COMMUNICATIVE SKILLS

1. Good listening habits
  - a. read to them
  - b. participation in group discussion
2. Good speaking habits
3. Group discussion
  - a. develop experience chart
  - b. make reports
4. Recognition of foods
5. Reading recipes
6. Writing thank you notes
7. Practice handwriting

##### C. SOCIAL COMPETENCIES

1. Good conduct in public
2. How to be a good guest
3. Table manners
4. Shopping
5. Ordering food in a restaurant

D. HEALTH

1. Knowledge of basic food groups
2. Proper cleaning of food
3. Reason our body needs food
4. How to plan meals
  - a. Breakfast
  - b. Lunch
  - c. Supper or dinner

E. SAFETY

1. Safety in kitchen
  - a. Knowledge of poison label
  - b. Proper action to take in case of burns, cuts or fire
2. Precaution on field trip
3. How to put out camp fires
4. Knowing which foods can be eaten raw and which cannot
5. Emphasis of safe use of electrical appliances

F. VOCATIONAL SKILLS

1. Cleaning up
2. Division of easy tasks to emphasize responsibility
3. Not wasting time.
4. Good work habits

## V. RESOURCE MATERIALS

### Films

Eat Well, Grow Well  
Why Eat Our Vegetables  
Where Does Our Meat Come From  
The Dairy Farm  
Money and Its Uses  
One Day On The Farm  
The Fisherman's Boy

### Books

Ten Pennies For Candy - Henry Ritchet Wigg  
Behind The Scenes In a Supermarket - Ruby Saunders  
How We Get Our Dairy Foods - Benefic Press  
About Food and Where It Comes From - Terry Shannon  
What Is a Chicken - Gene Darby  
Johnny Goes To The Supermarket

### Poems

If  
Mix a Pancake  
The Little Plant  
The Cow  
Celery

### Magazines

### Newspapers

### Recipe Books

### Restaurant

### Resource visitors

### Field trips

Farm  
Supermarket

### Bulletin boards

### Experience charts

### Posters

### Sacks

### Food models

### Real food specimens

### Cans, packages from food

### Animal models

### Pictures of food, animals, etc.



Flannel Board

Overhead Projector

Opaque Projector

Real Plants

Slides and Slide projector

Real fish, eggs, chickens

Cash register

Money -- real or play

Food prices

Display table

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To introduce unit a. What food is b. Why our bodies need food c. Work-picture association d. Development of eye-hand coordination	1. Experience chart 2. Have them identify pictures of food 3. Write names of food by pictures 4. Discuss source of food 5. Have them tell why they eat 6. Let them cut out pictures of food 7. Seat work (See Appendix A)	1. Bulletin board 2. Pictures of food 3. Book: <u>About Food and Where It Comes From</u> 4. Models of food on display 5. Poem 1 (See Appendix B)	<u>Food</u> is what we eat. When our bodies need food we get hungry.
2. Basic 7 Food Groups 3. Practice in writing 4. See how charts can be used	1. Experience Chart 2. Introduce Basic 7 chart 3. Ask them in which groups to place food pictures 4. Have them make charts of their own 5. Show movie 6. Have them find lunch foods on chart 7. Chart (See Appendix A)	1. Basic 7 chart made from flannel board 2. Flannel board foods 3. Bulletin board 4. Movie - <u>Eat Well, Grow Well</u>	There are 7 kinds of food we should eat everyday. Our charts will help us remember what they are.
5. Reinforcement of Basic 7 a. Good manners to guests b. Communication skill	1. Have children suggest questions they might ask nurse 2. Write questions on the board 3. Nurse -- talk on good eating habits 4. Have children thank her for coming	1. Experience Chart 2. School nurse 3. Bulletin board 4. Flannel board	The school <u>nurse</u> came to our class. She told us why we should eat balanced meals.
6. Learn what foods are made from grain a. Practice in eye-hand coordination	1. Write <u>grain</u> on the blackboard and ask children what they know about it. 2. Show film <u>Foods From Grain</u> 3. Seatwork -- circle grain product and then color (#3 Appendix A)	1. Experience Chart 2. Actual grains 3. Actual grain products 4. Film 5. Poem - <u>Mix a Pancake</u> (See Appendix B #2)	Grains are grown on the farm. Some grains are wheat, rye, oats, and rice. Some foods made with grain are cereal, bread and pancakes.



OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
7. To learn what vegetables are 8. Sources of vegetables 9. Value of vegetables to health	1. Show fresh specimens and ask children about them 2. Show film 3. Discuss where vegetables come from 4. Have children draw and color pictures of vegetables	1. Experience chart 2. Pictures 3. Specimens 4. Poem; <u>Calery</u> (# 5 Appendix B) 5. Overhead projector 6. Film: <u>Why We Eat Our Vegetables</u> 7. Packages of vegetables	We saw a movie about vegetables. They are good for us. Vegetables help keep our bodies healthy.
10. Sources of vegetables -- plants 11. Places plants grow a. farms b. gardens	1. Discussion of plants and their parts 2. Show pictures of gardens and farms 3. Show a real plant and have them show you stem, roots, leaves 4. What is a garden? 5. What is a field?	1. Experience Chart 2. Actual plants 3. Poem: <u>The Little Plant</u> (Appendix B, #3) 4. Overhead projector 5. Opaque projector	Many of our foods come from gardens. A garden is a place where plants grow.
12. To learn the source of fruits 13. Why it is good to eat them	1. Experience chart 2. Show them pictures of fruit and have them identify 3. Show apple tree pictures 4. Worksheet coloring fruits (Appendix A #4)	1. Bulletin board 2. Real fruits 3. Pictures of fruits 4. Basic 7 charts 5. Prepare slides of apple tree blooming, with small fruit and large red apples 6. Opaque projector	Fruits are good for us to eat. Fruits start out very small. They grow bigger.
14. Farm -- what grows there 15. Safety rules on field trip 16. Courteous behavior 17. Practice in writing skills	1. Experience chart 2. Discuss how to conduct themselves on field trip 3. Field trip to a farm 4. What does a farmer do? 5. After visit write thank you note to a farmer	1. Bulletin board 2. Pictures 3. Models of animals 4. Magazines	We went to a farm. The farmer works very hard. He cares for his crops and for his cows, pigs, chickens, sheep and ducks. The farmer has fields.



OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
			<p>of corn, beans and oats. We are going to write a thank you note to Mr. Brown, the farmer.</p>
<p>18. To learn where meat comes from</p> <p>19. How is meat obtained</p>	<ol style="list-style-type: none"> <li>1. Show film</li> <li>2. Show pictures of meat and have them tell you what animal they come from</li> <li>3. Worksheets picture of meat and color (no. 5 Appendix A)</li> </ol>	<p>Bulletin board</p> <p>Film: <u>Where Does Meat Come From</u></p> <p>Models of animals</p> <p>Pictures of steak, hamburger, ham, etc.</p>	<p>Our meat comes from animals. These animals are cows, pigs, sheep, chickens and turkeys.</p> <p>In the film we learned how animals are killed, cut up into pieces and sent to stores.</p> <p>Meat must be kept cold.</p>
<p>20. To understand what poultry is</p> <p>21. Many uses of chickens</p>	<ol style="list-style-type: none"> <li>1. Experience chart</li> <li>2. Read book selections</li> <li>3. Discuss kinds of poultry</li> <li>4. Have them draw pictures of poultry</li> </ol>	<ol style="list-style-type: none"> <li>1. Bulletin board</li> <li>2. Feathers</li> <li>3. Book: <u>What is a Chicken?</u></li> <li>4. Pictures of poultry</li> <li>5. Actual fowl</li> <li>6. Egg</li> <li>7. Overhead projector</li> <li>8. Cans, containers of poultry products</li> </ol>	<p>Chickens, ducks, geese and turkeys are poultry. Chickens lay eggs. We use eggs to eat and to make other foods. Baby chickens come from eggs.</p>
<p>22. To know where fish come from</p> <p>23. Leisure time interest of fishing</p> <p>24. Safety aspect of fishing</p>	<ol style="list-style-type: none"> <li>1. Ask if any one has ever been fishing</li> <li>2. Tell about fishing and safety</li> <li>3. Show film</li> <li>4. Discuss how we buy fish in stores</li> <li>5. Go for a walk down by a river and watch people fishing</li> </ol>	<ol style="list-style-type: none"> <li>1. Real fish</li> <li>2. Bulletin board</li> <li>3. Pictures of fish</li> <li>4. Film: <u>The Fisherman's Boy</u></li> <li>5. Containers of fish and fish products</li> </ol>	<p>Fish is a kind of meat. Fish live in the water. Fish may be small or very big. Fish is a good food. They can be dried, frozen, canned, or fresh.</p> <p>We talked about fishing trips.</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
25. Know what dairy products are and where they come from 26. Experience in planning 27. Group cooperation 28. Manners	1. Discuss bulletin board display of cow and dairy products 2. Show film 3. Discuss steps in making butter 4. Make butter, eat it 5. Have children clean up 6. Seat work -- Draw lines to dairy products (no. 6 Appendix A)	1. Bulletin board 2. Film: <u>The Dairy Farm</u> 3. Book: <u>How We Get Our Dairy Foods</u> 4. Whip cream 5. Large bottle 6. Salt 7. Crackers 8. Knife 9. Glasses 10. Poem: <u>The Cow</u> (no. 4 Appendix B)	Dairy foods come from cows. Some dairy foods are milk, cream, butter, ice cream, cheese. We made butter. We rolled the bottle with cream until it turned to butter. Then we put it on crackers and ate it.
29. Basic understanding of Supermarket 30. Planning group outing 31. Proper public conduct	1. Experience chart 2. Look at pictures of grocery stores 3. Plan what to look for in the supermarket 4. Read book 5. Go to Supermarket	1. Bulletin board 2. Opaque projector 3. Newspaper ads 4. Blackboard 5. Story: <u>Johnny Goes to the Supermarket</u>	We buy food at a supermarket. We planned a trip to a supermarket. On our trip we looked at signs and different foods. The people put food they wanted to buy into carts. Then they pushed the carts to the check-out line. The prices were added on a machine.
32. Practice with grocery store 33. Group planning own store 34. Money value of food	1. Experience chart 2. Help them plan their own store 3. Have all contribute supplies 4. Make own grocery store 5. Make food models from clay	1. Blackboard 2. Empty cans, cartons, with prices 3. Sacks 4. Cash register 5. Money or model of it	We built our own grocery store. We have food cans, cart and bottles. Some of us made signs for our store. Others made price tags.



## OBJECTIVES

## ACTIVITIES

## RESOURCE MATERIAL

## EXPERIENCE CHART

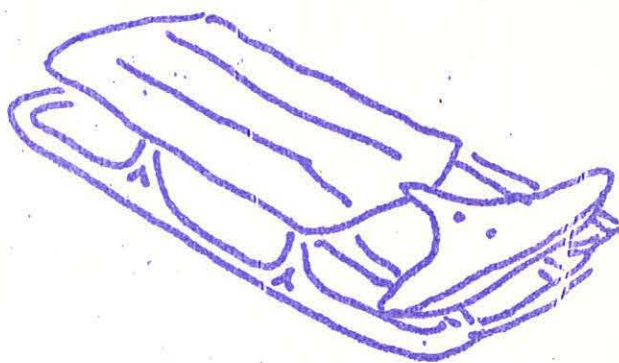
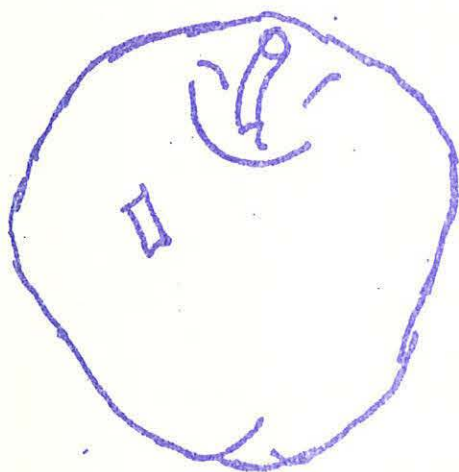
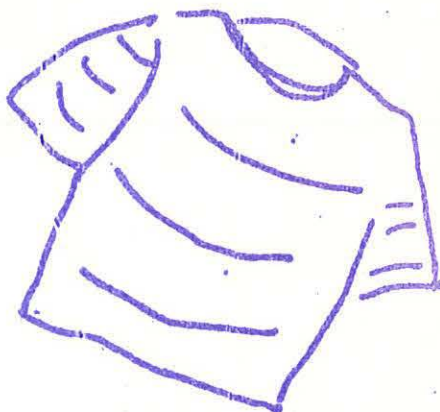
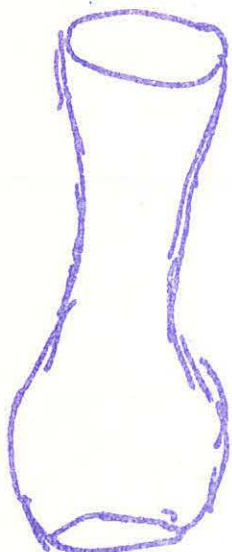
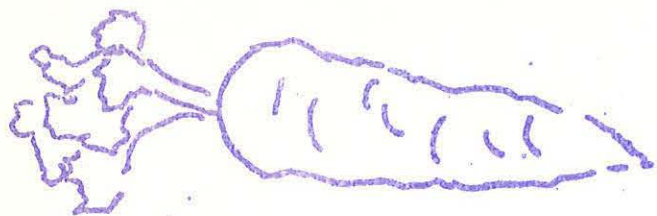
35. Experience with money  
 36. Making change  
 37. Identification of money with value

1. Experience chart
2. Show film
3. Read book
4. Show pictures of food with prices -- give child money and have him make change equal to price
5. Have each buy from grocery store

1. Overhead projector
2. Cash register
3. Price tags
4. Blackboard
5. Play money
6. Film: Money and its Uses
7. Book: Ten Pennies for Candy
8. Pictures of food with prices

We used money today.  
 We learned how to find the right change

APPENDIX A



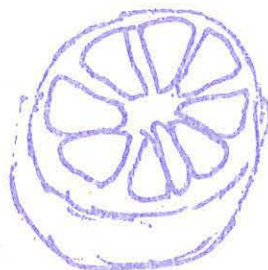
Circle the pictures of food.  
Color the pictures.

# The Basic Seven



1. Green and leafy,  
yellow vegetables

2. Citrus fruit  
tomatoes  
Raw cabbage



3. Potatoes  
other fruits  
and vegetables



4. Milk  
Cheese  
Ice Cream



5. Meat  
Poultry, eggs  
Fish

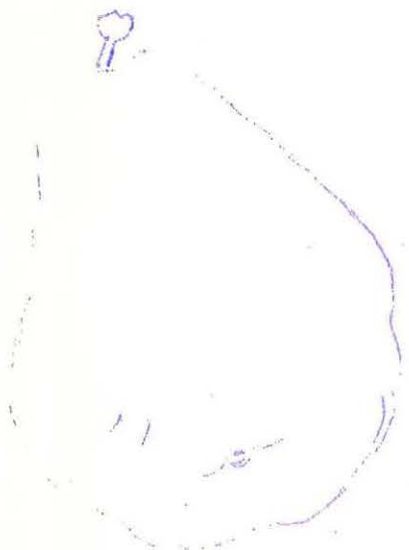


6. Bread  
Cereals

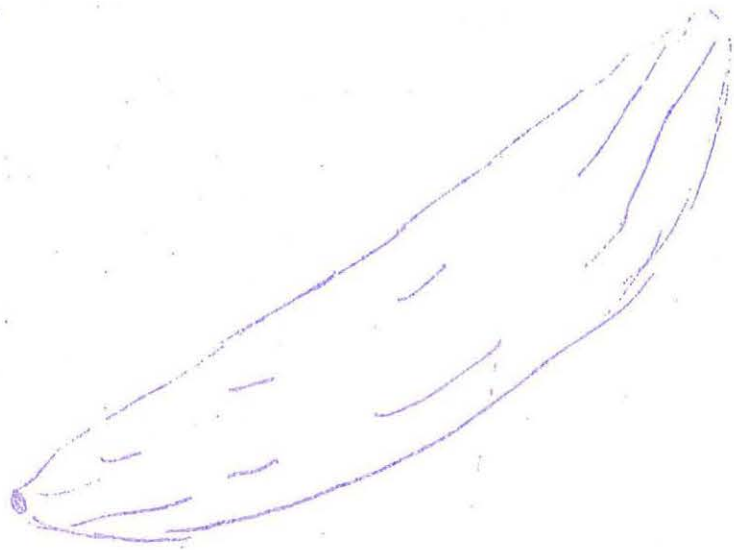


7. Butter.  
Margarine





Pear



Banana



Apple



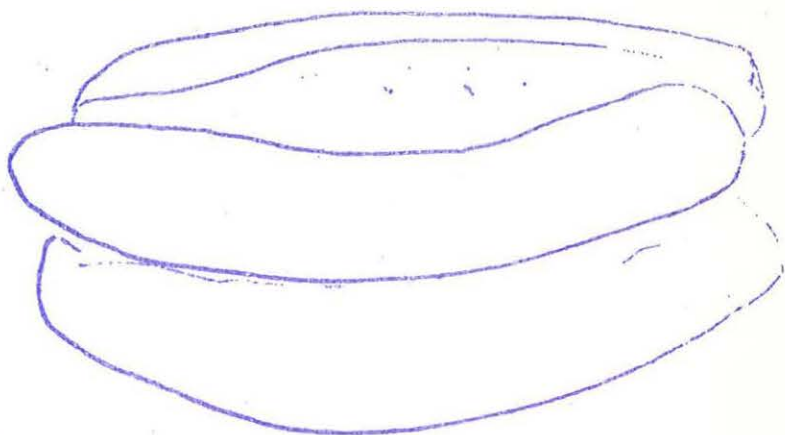
Grapes



Orange



Hot Dog



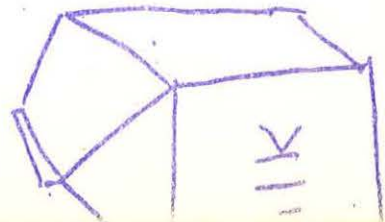
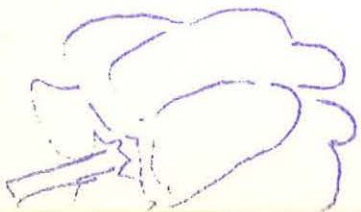
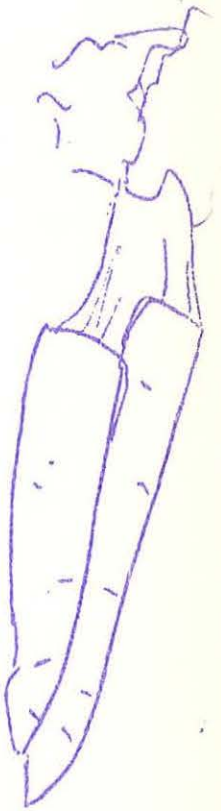
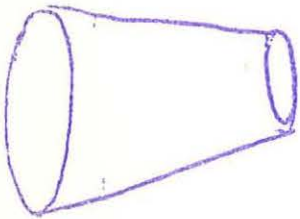
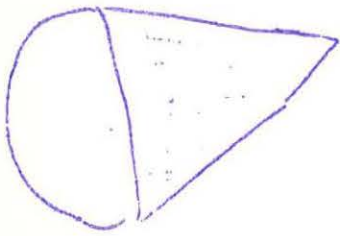
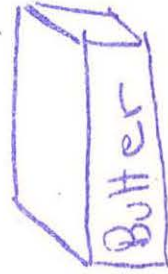
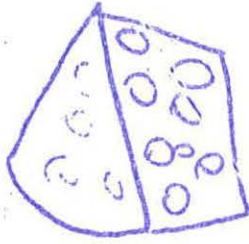
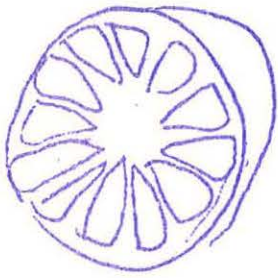
Steak



Hamburger







APPENDIX B

1. If all the world were apple pie,  
And all the sea were ink,  
And all the trees were bread and cheese,  
What should we have to drink?

2. Mix A Pancake

Mix a pancake,  
Stir a pancake  
Pop it in a pan.

Fry a pancake,  
Toss a pancake,  
Catch it if you can.

--Christina Rossetti

3. The Little Plant

In the heart of a seed  
Buried deep, so deep,  
A dear little plant  
Lay fast asleep.

"Wake!" said the sunbeams  
"And creep to the light,"  
"Wake!" said the voice  
Of the raindrops bright.

The little plant heard,  
And it rose to see  
What the wonderful  
Outside world might be.

--Kate Louisa Brown

4. The Cow

The friendly cow all red and white,  
I love with all my heart:  
She gives me cream with all her might,  
To eat with apple-tart.

She wanders lowing here and there,  
And yet she cannot stray,  
All in the pleasant open air,  
The pleasant light of day;

And blown by all the winds that pass,  
And wet with all the showers,  
She walks among the meadow grass  
And eats the meadow flowers.

--Robert Louis Stevenson

3. Celery

Celery, raw,  
Develops the jaw.  
But celery stewed,  
Is more quietly chewed.



LIFE EXPERIENCE UNIT

The Farm

Prepared by:

Steven S. Miller



## The Farm

### I. Reasons for including this unit in the curriculum:

This unit is being included in the curriculum because it is assumed that most all children have had at least an introduction to farming and have had at least an introduction to farming and have at least a basic concept of it.

Through this unit it is hoped that the pupils will gain a better understanding of the farm and its role in our society.

Further, it is felt that a study of the farm will allow for high motivation as a result of the high interest shown by children toward such things as animals, machinery, and the outdoors.

The study of the farm allows for easy simplification of materials to be presented as well as concreteness which allows for easier learning.

Finally this unit allows for instruction in all of the core areas.

### II. Sub-Units listed in order of presentation:

- |                 |                         |
|-----------------|-------------------------|
| 1. Farm         | 9. Dairy                |
| 2. Animals      | 10. Food                |
| 3. Buildings    | 11. Transportation      |
| 4. Farm workers | 12. Market              |
| 5. Equipment    | 13. Pets                |
| 6. Seasons      | 14. Safety              |
| 7. Weather      | 15. A visit to the farm |
| 8. Crops        |                         |

### III. General Objectives:

1. To gain a better understanding of farming as a vocation and way of life.
2. To be able to recognize common farm animals.
3. To show that farming consists of a variety of tasks which allows for every member of the family to participate.
4. To show how seasons and weather affects farming.
5. To gain a basic understanding of how food is made available to the consumer.

### IV. Activities and concepts reinforcing the Core Areas:

#### Arithmetic

1. Count the number of animals, machines, and crops which are observed on a farm.
2. Complete numbered dot-to-dot pictures.
3. Read numbers.
4. List different quantities of farm products.
5. Count play money.
6. Bake cookies using measurements.
7. Compare animals as to relative sizes. (larger, smaller, etc.)

#### Social Competencies

1. Invite a visitor to talk to the class about farms and farming.
2. Visit a farm.
3. Visit a poultry house or dairy.
4. Observe and participate in farm family recreation.
5. Write a thank-you note.
6. Introduce a guest speaker.
7. Write an invitation.
8. Put on a play illustrating work on a farm.
9. Learn to ask appropriate questions.
10. Practice learning to listen to directions and instructions.
11. Participate in a group discussion.

#### Communicative Skills

1. Greet visitors and make introductions.
2. Use the telephone in calling a friend.
3. Present a program for parents and friends.
4. Use various quiz games to stimulate interest.
5. Prepare a written report on a visit to the farm.
6. Make verbal comparisons of animals.
7. Read names and vocabulary words.
8. Have each pupil tell of their favorite animal or pet.
9. Give a simple explanation of how food gets from the farm to the market.
10. Describe what a tractor looks like.



11. Listen to experiences of others and formulate questions to ask them.

#### Health

1. Prepare a food chart showing important foods.
2. Observe mold on foods to show need for sanitation.
3. Raise and care for a pet.
4. Prepare a meal from basic farm products.
5. Observe processing of meat and dairy products.
6. Learn to wash hands after working outside.
7. Learn about food packaging.
8. Tell of the need to wash food before eating.

#### Safety

1. List safety features on farm machinery.
2. List safety rules in handling livestock.
3. Study possible fire hazards.
4. Make a sample first aid kit.
5. Practice making emergency telephone calls.
6. List safety precautions in regard to weather.
7. Make safety posters.
8. Make a list of the most and least dangerous animals.

#### Vocational Skills

Teaching specific vocational skills at this level would appear to be inappropriate. However, there are some activities which are indirectly related to vocational skills.

1. Plant and care for a vegetable.
2. As a group project, plan a trip to the farm.
3. Observe different fabrics and textures, e.g., wool, cotton, and leather goods.
4. Select proper clothing for working outdoors.

#### V. Resource Material:

1. Films
  - a. farm animals
  - b. country life
  - c. crop farming
  - d. dairy farming
  - e. seasons
  - f. weather
2. Guest speakers
3. Toy farm equipment
  - a. buildings
  - b. animals
  - c. machinery
4. Music
  - a. records
  - b. songs
  - c. choral reading of poems

5. Field trips
  - a. farm
  - b. dairy
  - c. grocery store
6. Telephone
7. Seeds for planting
  - a. bean
  - b. corn
  - c. vegetable
8. Books, poems, and songs about farm life
9. Pictures
10. Cooking utensils and measuring equipment
11. Plastic fruits and vegetables

VI. Vocabulary:

hog  
horse  
lamb  
market  
oats  
orchard  
pasture  
pig  
plant  
plow  
poultry  
produce  
seeds  
sheep  
silo  
storage  
tools  
tractor  
hen  
hog

hatchery  
harvest  
grains  
garden  
fruit  
barn  
flocks  
calf  
bushel  
combine  
plow  
corn  
oats  
beans  
rooster  
elevator  
eggs  
grocery  
machine shed  
chicken house

## OBJECTIVES

## ACTIVITIES

## RESOURCE MATERIAL

## EXPERIENCE CHART

Lesson I

1. To distinguish differences between city and rural life.

Begin a discussion by having a child from the farm tell of his experiences. Ask him to tell about such things as the animals, what they grow on the farm, machinery, etc. Sum up what is said and make generalizations about farm living.

Show a film called, "A Day On the Farm." Compare farm living as described in the film with what was mentioned in the above discussion.

Show pictures of the farm and make general comments describing the crops, buildings, machinery, etc.

Introduce class project on constructing a model farm. Set up the model, putting the buildings, machinery, animals, etc. in their appropriate places as the unit progresses.

Film: "A Day On the Farm"

Magazine pictures of farms.

Model farm equipment including:  
model buildings  
toy machinery  
toy animals  
other things as needed

Farm Living  
Farm life is fun.  
Farm life is work.  
Many animals are on the farm.

Vocabulary words:

On the Farm We See

cows  
horses  
tractors  
barn  
corn  
hay



## OBJECTIVES

## ACTIVITIES

## RESOURCE MATERIAL

## EXPERIENCE CHART

Lesson XI

1. To familiarize the children with some of the common farm animals and types. (e.g., beef cattle, dairy cattle, etc.)

Show pictures of farm animals and have the children describe them as to their different

1. size
2. shape
3. color
4. use

Hand out worksheets with dot-to-dot puzzles on them. Have the children fill them in. The dot-to-dot pictures are of animals.

Have each child draw a picture of an animal of his choice.

Use toy models of animals and buildings.

Sing "Old McDonald Had a Farm."

Magazine pictures of farm animals.

Dot-to-dot puzzle pictures of farm animals.

Paper and crayons.

Plastic farm animals and buildings.

Paste colored pictures of animals on the chart.

Farm Animals

There are many animals on the farm.

Here are two cows.

The spotted one gives us milk.

The black one gives us meat.

The pig gives us pork.

(Devise similar sentences for the horse, chicken, duck, etc. Match with a corresponding picture if available.)

## OBJECTIVES

## ACTIVITIES

## RESOURCE MATERIAL

## EXPERIENCE CHART

Lesson III

1. To acquaint the pupils with the different farm buildings and their function on the farm.

Make a list of the different farm buildings:

1. Farm house
2. Barn
3. Machine shed
4. Corn crib
5. Chicken house

Look at pictures of the buildings and compare them as to size and shape. Have the children describe the buildings. Determine, through discussion, the primary functions of each building.

Have the children complete a worksheet consisting of small pictures of farm buildings on one side of the paper and the names printed on the other. Draw a line connecting the appropriate building and the name. Pictures of the "goods" the buildings house would also be useful if available.

Read book: Ten Big Farms. Show pictures on the opaque projector.

Add toy models of the farm buildings to the farm project.

Use toy models to add to farm project.

Assemble and display pictures of farm buildings.

Worksheets.

Book and opaque projector.

Farm Buildings

1. Farm House
2. Barn
3. Machine Shed
4. Corn Crib
5. Chicken House

Machinery and tools are kept in the shed. Hay is kept in the barn. Corn is kept in the corn crib. Chickens live in the chicken house.

## OBJECTIVES

## ACTIVITIES

## RESOURCE MATERIAL

## EXPERIENCE CHART

Lesson IV

1. To show that there are many different types of jobs on the farm.
2. To show the roll of each member of the farm family.

Using discussion, name and list as many farm jobs as possible. This includes daily chores as well as major tasks, such as plowing, planting, harvestin, etc.

Ask the class which jobs would be done by members of the farm family:

1. Father
2. Mother
3. Brother
4. Sister

Use role playing in illustrating all the jobs that must be done during the day.

Read situations and selections from the book: Farm Helpers and Learning About Farm Helpers.

Show pictures illustrating the farm family at different tasks. An opaque projector may be used if available.

Role playing situations

Books

Pictures and projector

Who Works on a Farm?

1. Father works in the fields
2. Mother cooks the meals.
3. Brother cleans the barn and helps father.
4. Sister feeds the chickens and helps Mother.



## OBJECTIVES

## ACTIVITIES

## RESOURCE MATERIAL

## EXPERIENCE CHART

Lesson V

1. To gain a better understanding of the equipment used in farming.
2. To identify and be able to read the names of the different kinds of equipment.
3. To associate equipment and the function it serves.

Examine models of the different types of farm machinery.

1. Tractors
2. Plows
3. Combines
4. Corn pickers
5. Disc
6. Cultivator
7. Hay baler

Use toy models to demonstrate the use of each piece of equipment. If the season allows, let children use equipment outside.

Next, list and discuss the specific uses of each piece of equipment.

Seatwork: Have pupils complete worksheets by drawing a line from the printed name of each machine to a picture drawing of it. After crops have been studied, a review of this lesson would be beneficial.

Make a list of safety rules for using various farm machines. Put safety slogans on the bulletin board.

1. Keep hands off of running machinery
2. Drive slowly
3. Don't stand on a tractor
4. Wear short sleeves around machines
5. Keep tractors off steep hills

Have a contest by holding up pictures of farm equipment and see which pupils can be first to name them.

Model machinery, both toy and plastic models

Worksheets, pencils and paper

Chart

Pictures of farm equipment

Farm Machines

1. Tractors pull the plow.
  2. Corn pickers pick the corn.
  3. A disc breaks up the dirt.
  4. A combine is used for picking oats
  5. A cultivator digs weeds, etc.
- The farmer must use many machines.

Place pictures on the chart with their names under each one.

## OBJECTIVES

## ACTIVITIES

## RESOURCE MATERIAL

## EXPERIENCE CHART

Lesson VI

1. To observe and distinguish seasons on the farm.
2. To learn how seasons affect farm life and crops.

Use a discussion to draw personal experiences with the different seasons of the year.

Generalize how seasons might affect farm life:

1. Crops
2. Animals

Show a series of four films on successive days, unless they can be shown concurrently in an effective way.

1. "Spring on the Farm"
2. "Summer on the Farm"
3. "Autumn on the Farm"
4. "Winter on the Farm"

Display pictures of farm activities appropriate for the different seasons. Match with the correct season:

1. Planting
2. Harvesting
3. Weeding
4. Baby animals

Sing song, "Harvest"

Films

Pictures

Song

Seasons on the Farm

(Place farm pictures of the same scene during each of the four seasons) Have pupils write descriptions of each of the respective pictures. (This also could be done as a group discussion project, depending upon the situation.)



## OBJECTIVES

## ACTIVITIES

## RESOURCE MATERIAL

## EXPERIENCE CHART

Lesson VII

1. To show the importance of weather on farm operations.

Discuss personal experience with different types of weather conditions:

1. Wind
2. Rain
3. Hail
4. Sunshine

Using the telephone, dial for the weather report, if such a service is available.

Cut out a weather map from the newspaper.

Make a sample rain guage and use it to measure rainfall.

Plan an experiment. Use corn and bean seeds. Half of the seeds are watered and placed in the sunlight. The other half are planted and placed away from the sunlight and given a measured amount of water only once a week. Compare their growth during the remainder of the unit.

Begin daily observations of the experiment and record the results. Discuss the need for sun and rain in making the seeds grow.

Show film: "Understanding the Weather."

Telephone book and weather service  
Telephone book  
Scissors  
Newspaper  
Container for water

Ruler  
Pencil

Boxes with soil in them. (Empty milk cartons are good.)  
Bean and corn seeds  
Water container

Pencil and Paper

Film

"The Weather"  
Plants need sun to grow.  
Plants need rain to grow.  
Wind and hail can harm plants.

Our Experiment  
We planted 20 corn and bean seeds. Ten seeds will get water and sun every day. Ten seeds will get water once a week. What will happen? We will look at the seeds every day. We will see which seeds grow best.  
(Fill in the chart daily to record observations on the plants.)

# OBJECTIVES

# ACTIVITIES

# RESOURCE MATERIAL

# EXPERIENCE CHART

## Lesson VIII

1. To familiarize the children with some of the basic farm crops.
2. To integrate the uses of machinery with the various crops.
3. To show the variety of crops found on a farm.

If possible, get a sample plant of each of the following:

1. Soy bean
2. Corn
3. Oats
4. Hay
5. Common garden vegetables

Compare the above as to:

1. Physical characteristics
2. Primary uses
3. Harvesting
4. Conditions needed for growth

Cut pictures of the different crops from magazines. Hold the pictures up in front of the class, one at a time. Have the pupils identify each crop. Write the word on a piece of paper. Help the class name some of the grocery store products containing various types of crops. Show magazine advertisements of these products.

Read selections from: Tim of Tall Grain Farm.

Make pictures (collage) using seeds from the various plants. Paste them on colored paper.

Samples of:  
Corn  
Oats  
Soy beans  
Potatoes  
Tomatoes

Magazine pictures

Book

Variety of plant seeds  
Colored paper  
Paste

Place pictures on the chart with appropriate labels beneath them.



## OBJECTIVES

## ACTIVITIES

## RESOURCE MATERIAL

## EXPERIENCE CHART

Lesson IX

1. To show the relationship between the farm and the dairy.
2. To familiarize the pupils with some of the dairy products and their sources.
3. To help teach the children to follow directions.

Show filmstrip: "Milking"

Read selections from, The Story of Dairy Animals. Follow with the film: "Uncle Jim's Dairy Farm."

Make a simple chart, by using class discussion showing how dairy products originally came from a milk cow and are processed into their final form.

Visit a dairy. (Not on the same day as the explanation.) Observe the processes of making:

1. Milk
2. Cream
3. Butter
4. Ice Cream
5. Cheese

Taste samples of each product and describe how each tastes.

Invite a guest to tell about the dairy if a trip is not possible. Have students practice making introductions before the guest arrives. "Plant" questions with the children to ask the guest.

Write thank-you letters to the guest and/or the dairy.

Filmstrip and Projector

Book  
Movie and projector

Chart

Field trip

Food samples

Guest speaker

Paper and pencils

Dairy Foods  
Cows give us milk. From milk we make:

Ice Cream  
Butter  
Cheese  
Cream

COW  
DAIRY

Milk Butter Cream

Cheese Ice Cream

## OBJECTIVES

## ACTIVITIES

## RESOURCE MATERIAL

## EXPERIENCE CHART

Lesson X

1. To demonstrate the role of the farm in food production.
2. To acquaint pupils with a variety of food products from the farm.

Visit a grocery store. Examine various kinds of foods in the produce department, and other "fresh food" areas of the store.

1. Vegetables
2. Fruits
3. Meat
4. Dairy products

Discuss sources of various foods:  
(Concepts:)

1. Beef comes from cows.
2. Pork comes from pigs.
3. Eggs come from chickens.
4. Dairy products come from cows.
5. Grains come from crops. (Refer to Lesson VIII)

Put pictures of foods on the bulletin board and have pupils identify what they are and where they come from.

Show film, "Where Does Meat Come From?"  
Show film, "Gathering Eggs."

Taste samples of available food.

Set up a play store using empty cartons of farm products:

1. Milk cartons
2. Egg cartons
3. Half and Half
4. Ice cream containers
5. Plastic fruit and vegetables

As a class, write a letter to Quaker Oats in Cedar Rapids, Iowa requesting free samples.

Field trip to store

Magazine pictures

Film and Projector

Food samples

Empty cartons  
Play cash register  
Play money

Paper and pencils  
Envelope  
Stamp

List concepts on chart next to picture of animal or the appropriate grain.



## OBJECTIVES

## ACTIVITIES

## RESOURCE MATERIAL

## EXPERIENCE CHART

Lesson XI

1. To show how the farmer gets his produce to market.

Ask questions to see if pupils know some ways in which farm produce is transported.

1. Cattle to market
2. Milk to dairy
3. Grain to grain elevator

Show movie, "Truck Farming."

Display toy or model milk truck, cattle truck, and farm wagon. Add these to the farm project.

Use opaque projector to show selected pictures from the book, Trucks.

Seatwork: Use worksheet matching type of truck to produce and type of market.

Make a sample map showing routes to the various markets.

Movie and projector

Models of trucks and farm wagons

Opaque projector  
Book

Worksheet

Map  
pencil  
paper

Trucks Farmers  
Use

Farmers use many trucks. Milk trucks take milk to the dairy. They keep it cool. Farm wagons haul grain to the grain elevator. Cattle trucks carry beef cows. They go to the stock yards.

Lesson XII

1. To show the role of the market in food production and distribution.

Pre-arrange a bulletin board to prepare pupils for a guest speaker (the grocer).

Put up pictures of vegetables and produce. Connect the pictures with written descriptions with yarn.

Briefly review the materials of transporting produce to the market. Recall also, the food mentioned, and the previous class trip to the grocery store.

Magazine pictures  
Yarn

## OBJECTIVES

## ACTIVITIES

## RESOURCE MATERIAL

## EXPERIENCE CHART

Lesson XII (con't)

Prepare questions concerning packaging, storage, and measurement of food at the market, to ask to the speaker.

Illustrate the effect of proper storage of milk, meat, cheese, and bread stuffs, by exposing small samples to the air without the use of storage or refrigeration. Notice the change in the products and record daily.

Guest speaker

Samples of products to test spoilage

How Much Is It?

1. How much is a pound?
2. How much is a quart?
3. How much is a dozen?

Caring for Food

1. Fruit is kept in plastic bags.
2. Milk is kept in bottles or cartons.
3. Milk and dairy products must be kept cool.
4. Meat must be kept cool.
5. Bread stuffs will become stale.

Lesson XIII

1. To show the variety of pets found on the farm.
2. To learn to appreciate and care for pets.

As a group, list some common pets. Broaden the discussion to farm pets:

1. Cats
2. Dogs
3. Horses
4. Rabbits
5. Ducks

Read a story, Farm Pets, and/or Baby Farm Animals.

Books



## OBJECTIVES

## ACTIVITIES

## RESOURCE MATERIAL

## EXPERIENCE CHART

Lesson XIII (con't)

Raise a pet rabbit in class. (If the situation allows.)

Draw a picture of a pet that you would like to have or do have. Describe how you would or do take care of the animal.

Read selected poems on animals from book: Time for Poetry.

Discuss which animal makes the best farm pet and why. Show pictures of animals on the farm.

List the ways the dog helps the farmer.

1. Rounds up cows
2. Watches sheep
3. Watch dog for home

Rabbit  
Feed  
Cage

Pencil and paper

Poetry book

Magazine pictures

Care of a Rabbit  
1. Food  
2. Water  
3. Clean the cage

The Farm Dog  
(List as seen in Activities)

Lesson XIV

1. To make pupils aware of some of the dangers on the farm.
2. To teach simple first aid procedures.

Show pictures of potentially dangerous situations on the farm. Ask pupils to identify the danger in each picture.

1. Picking corn
2. Baling hay
3. Plowing
4. Feeding livestock
5. Smoking in barn

Make simple first aid kit which included:

1. Band aids
2. Tape
3. Vaseline
4. First aid cream
5. Cotton

Using these products, teach children how to care for minor cuts, scrapes, burns.

Pictures

Shoe box  
First aid equipment

Put pictures of potential danger on the experience chart. Write an identifying sentence under each picture.

What to do for Cuts

1. Wash the cut
2. Apply first aid cream
3. Put on band aid
4. Always keep cut clean.

## OBJECTIVES

## ACTIVITIES

## RESOURCE MATERIAL

## EXPERIENCE CHART

Lesson XV (Culminating)

1. To integrate the information from the previous lessons and to see the farm and a functioning unit.

(Prepare for this culminating activity by arranging the classroom environment.)

1. Display all experience charts and several of the corresponding pictures around the room.
2. Display the farm model begun at the start of the unit in the center of a circle of chairs.

Seat pupils in a circle around the model farm. Begin a discussion and review period.

Identify:

1. Animals
2. Buildings
3. Machines

Discuss:

1. Weather
2. Crops
3. Seasons

Decide upon questions to ask the farmer. (Those may have been recorded previously on a small chart that was kept up as the unit progressed.)

Visit the farm. See as much as what was covered in the unit as possible.

Follow-up: Write individual letters thanking the farmer. Include in each a drawing by the pupil of something he enjoyed while visiting the farm.

Experience charts  
Pictures

Completed farm  
model

Circle of chairs

Field trip  
Adequate transportation  
Paper  
Pencils  
Stamps  
Envelopes



### VIII. Evaluation

At the end of a unit, it becomes necessary to evaluate the results achieved. In evaluating this unit, the teacher may wish to ask and/or think about the following questions:

1. Has the class developed an interest in farm life and farm people?
2. Has he learned about the farm, farm animals, and machinery?
3. Has he learned about the farm as a source of much of our food?
4. Has he learned that there are many different kinds of farms?

Evaluation also can be accomplished by the following:

#### 1. Teacher

- A. A frequent checklist of the desired outcomes with individual children in mind as well as the group as a whole.
- B. Note evidence of pupil growth, individually and collectively.
- C. At the close of the unit list the following:
  - 1) Gains
  - 2) Limiting factors
  - 3) Suggestions for improvement
- D. Pupil observation
  - 1) Are they learning to work and play together?
  - 2) Are the children observant when on a trip?
  - 3) Are they attentive when someone else is talking?
  - 4) Are they improving in self-expression?

#### 2. Bulletin Boards

- A. The title could be: Can You Answer These Questions?
- B. Mount farm pictures with captions under them in question form.
- C. Discuss the questions in class after the children have had an opportunity to look at them individually.



Level: 9-11 yr. olds

Title: The Newspaper

Name: Sherry Fennell

I. Reasons for selection of this unit:

- A. Newspapers make a big difference in people's lives every day.
- B. The newspaper gives us information about those close around us, our neighborhood, our home, and ourselves.
- C. The newspaper is an endless book which will grow with each child.
- D. The newspaper is more motivating than reading about Mike and Sue in the white house. (ie. regular text books)
- E. The newspaper can provide good job-it will enable some children to start thinking about how they can earn extra money.

II. Sub-units

- A. Weather
- B. Leisure time - what to do and where to go to have fun.
- C. Happenings in our town.
- D. Community helpers - paper boy, printer, etc.
- E. Transportation - How do we travel - using the ads in the newspaper
- F. Money - buying and selling from the newspaper.
- G. Home and family
- H. Art - drawing the ads
- I. Writing an ad for the newspaper
- J. Time - dates, year, month of the newspaper
- K. Telephoning - using the phone to call in our ad
- L. Food - grocery ads
- M. Good grooming
- N. Safety
- O. Sports



### III. General Objectives

- A. To enable the child to understand what a newspaper is and how it affects his life.
- B. To afford practice in basic reading, listening, math, and composition skills.
- C. To learn how to use the newspaper ads to their advantage.
- D. To assist the children in writing a newspaper.
- E. To teach vocational opportunities within the newspaper and on the job conduct.

### IV. General Activities for the Core Areas

#### A. Arithmetic Concepts

- 1. Buying and selling from the newspaper ads
- 2. Making our own newspaper (How much will it cost - do we have enough?)
- 3. Selling our newspaper
- 4. Earning money for the newspaper-saving it-making change

#### B. Social Competencies

- 1. Dramatization of being courteous to the customer and his property.
- 2. Making our newspaper together
- 3. Asking clerks politely about articles written in the ads
- 4. Finishing what we have started

#### C. Communicative Skills

- 1. Selling our class newspaper to other classes
- 2. Finding news, and interviewing classmates
- 3. Writing the newspaper ads
- 4. Drawing ads for the newspaper

#### D. Health

- 1. Looking in the paper for the weather in order for us to know what to wear
- 2. Washing our hands, dishes, and clothes from the soap advertized in the newspaper.
- 3. Going to the store for these products
- 4. Planning a meal from the newspaper ads

#### E. Safety

- 1. Finding an accident in the newspaper
- 2. Playing a game using the red, yellow and green safety lights
- 3. Practicing bike and walking safety in the playground (setting up safety signs on the playground)

#### F. Vocation Skills

- 1. Following directions while making the newspaper and folding them.

2. Making change
3. Looking in the newspaper for a job
4. Dramatization of being courteous towards the customer and his property
5. Discussing the duties of the paper boy
6. Applying for a paper boy job - interview and filling out the application.





#### V. Resource Material




1. Newspaper office - field trip
2. Current newspaper boys - resource person
3. Neighbors who buy the newspaper
4. Business supply store - for materials in making our own newspaper
5. Experience chart
6. Applications for a job as a newspaper boy
7. Collection cards (also start and stop cards for the newspaper office)
8. Grocery store
9. Clothing store
10. Newspaper
11. Telephone and phone book
12. Bulletin board
13. Art material
14. Class mates from other rooms (for interviewing)
15. Books - about the newspaper

#### VI. Vocabulary

1. news
2. buy
3. sell
4. want ads
5. saving
6. sale
7. months and days
8. thank-you
9. please
10. dollars \$
11. cents (¢)
12. change
13. collect
14. free
15. clean-up
16. job
17. fruits and foods
18. name
19. address
20. phone
21. weather
22. funnies
23. sports
24. newspaper
25. warning signs



Objective	Activities	Resource Material	Experience Chart
1. To introduce the unit by discussing what is news and where we find it.	<p>Discuss the many ways of finding news - talking, listening, asking, reading magazines, books, newspapers.</p> <p>Druing show and tell time, have the children tell about something they have seen or done - or will be doing. Discuss whether this is news.</p> <p>Seat work - have both levels copy the experience chart.</p> <p>Have each child draw something that had happened to them or that they saw.</p> <p>Have each child tell the class what is happening in his drawing - go around the class having children ask questions about the drawings - suggest using words such as who, how, when, why.</p>	<p>Magazines</p> <p>Books</p> <p>Newspaper</p> <p>Experience chart</p>	<p>We find news through looking. </p> <p>We find news through reading. </p> <p>We find news through talking. </p> <p>We find news through drawing. </p>
2. To gain understanding of what a newspaper is and how it affects our lives.	<p>Review previous experience chart.</p> <p>Give each child a newspaper. Let him explore the newspaper for himself.</p> <p>Look at the different parts - date, weather, sports, funnies, daily living, want ads, etc.</p>	<p>Experience chart</p> <p>newspaper</p>	<p>1. The newspaper costs: _____</p> <p>2. Today's <u>date</u> is: _____</p> <p>3. Today's <u>weather</u> is: _____</p> <p>4. I laughed at _____ in the <u>funnies</u>.</p> <p>5. Today I read about the <u>sport</u> of: _____</p>

Objective	Activities	Resource Material	Experience Chart
	<p>Discuss what each part of the newspaper has to tell us - Can a newspaper talk? ex-What does the weather report tell us - it tells us what to wear and what the weather will be like.</p> <p>Seat work - Level I-copy the experience chart - fill in the blanks by cutting and pasting from the newspaper.</p> <p>Level II - See how many different parts of the newspaper you can find. Cut and paste them on the paper and label each part.</p> <p>Draw a newspaper or a cartoon from the newspaper.</p>		<p>6. I can find a <u>job</u> in the _____.</p> <p>7. We can buy <u>food</u> and <u>clothing</u> in the _____.</p>
3. To recognize coins and bills (\$ and ¢)	<p>Show the different coins. Then pass each coin around the class letting each child feel it. Discuss the different sizes and colors of the coins while passing the coins around.</p> <p>Start with pennies (1¢ - one cent) write this on the black board. Then two nickels = 1 dime, etc. have class say it.</p> <p>Show them an item and tell them it costs a nickel - Ask - do I have enough money to buy this item?</p>	Money Newspaper Drugstore	<p>How many ways can we find to write and say:</p> <p>1. </p> <p>2. </p> <p>3. </p> <p>4. five cents</p> <p>5. six cents</p> <p>6. 10¢</p>



## Objective

## Activities

## Resource Materials

## Experience Chart

Have one child close his eyes-  
teacher puts some money in his  
hand - child opens eyes - teacher  
asks- how much money do you have?

## Seat work

(10) (10) (10) (10) (10) = \_\_\_\_\_  
 (50) (50) = \_\_\_\_\_  
 (100) = \_\_\_\_\_  
 (10) (10) (10) = \_\_\_\_\_  
 (50) = \_\_\_\_\_  
 15¢ = \_\_\_\_\_  
 10¢ = \_\_\_\_\_  
 3¢ = \_\_\_\_\_  
 5¢ = \_\_\_\_\_

Suggest that we buy a newspaper.  
Ask how much a newspaper costs.  
Refer to old newspapers to find the  
price. Ask do we have enough  
money to buy a newspaper?

Dramatize buying a newspaper.

Have a discussion of how we bought  
the newspaper.

Copy the experience chart.

7. 5¢

8. 15¢

9. The cost of the  
newspaper. \_\_\_\_\_

2. Today we bought a  
newspaper. It cost ten  
cents (10¢, one dime).  
We bought it at a drug-  
store. We gave him one  
dime (10¢).

Objective	Activities	Resource Material	Experience Chart
<p>4. To improve basic reading and listening skills.</p>	<p>Free silent reading for ten minutes from the newspaper.</p> <p>Divide the class up into reading groups.</p> <p>Have each group begin by reading the funnies in the newspaper. Let them choose the particular series they would like to read.</p> <p>While one group is reading have the other group do seat work. Reviewing vocabulary from the experience charts. Practice correct spelling of the words and be able to give the meaning of the words in the experience chart.</p> <p>Read to the children an article that might be of particular interest that day.</p> <p>Discuss the article. Ask question concerning the article.</p> <p>Have them draw a picture of what happened in the article.</p>	<p>newspaper art material</p>	<p>Have them keep a record of the funnies they are reading-by putting them on the experience chart - put questions underneath comic strip</p> <p>Stress correct phrasing. Rewrite the funnies with correct phrasing.</p> <p>Words we have trouble with:</p> <ol style="list-style-type: none"> <li>1. Sale</li> <li>2. Sell</li> <li>3. Bought</li> </ol>
<p>5. To teach what and how we can buy from the newspaper and how we can sell an item.</p>	<p>A discussion of what an ad is. Who puts them in the paper and why.</p>	<p>Newspaper Art materials Telephone and phone book.</p>	<p>Things we want to know from the <u>ads</u> in the <u>newspaper</u>:</p>

## Objective

## Activities

## Resource Material

## Experience Chart

Have the children find as many ads as they can and have them tell what is found in each ad. Then list these on the blackboard.

Seat work - both levels.

Give each child paper in order to make a book out of the different kinds of ads and are to find pictures of as many different kinds of ads in that category

ex- Food ads-

pictures of carrots, beans, meat, etc.

Discuss how we can save money through reading the ads. What does it mean when it says "savings" or "sale"?

Teacher finds an ad in the newspaper and demonstrates with two items on hand - one item on sale the other is not. She then shows the savings of buying the item that is on sale - use the blackboard to show difference.

Have the children demonstrate the difference between an item that is on sale and one that isn't.

1. What do they sell?

2. Is it on sale?

3. Will we save money?

4. How much will it cost?



Objective	Activities	Resource Material	Experience Chart
	<p>Have them add to our book an ad that says "sale" or "saving"</p> <p>Suggest buying a small item from an ad.</p> <p>Discussion:</p> <ol style="list-style-type: none"> <li>1. What shall we buy.</li> <li>2. Should it be on sale.</li> <li>3. Should we phone first to make sure the item is on hand.</li> <li>4. How much does it cost? Will we have enough money?</li> <li>5. Why do we need this item?</li> <li>6. Will we need more than one?</li> </ol> <p>Dramatize how we will go about buying the item.</p> <p>Field trip to the department store to buy it (don't forget taking the newspaper along as a reference)</p>		
<p>6. To realize the different types of ads that are in the newspaper.</p>	<p>Have them read some of the grocery ads.</p>	<p>newspaper grocery store empty cans from home</p>	<p>What can we buy from an ad?</p>

## Objective

## Activities

## Resource Material

## Experience Chart

Discuss what a grocery ad has to say. What kinds of food can we buy from the grocery ad?

Show them replicas of some of the things that they have listed.

Seat work. Both levels find pictures of soup, fruit, meat, etc. and have them match it with the word

soup  
meat  
orange  
etc.

Discuss how to make a grocery store.

Construct a grocery store

From the newspaper have each child create a list of things he might buy from the store.

Review money concepts

- make sure they consider price
- how much money does he have
- what will he need the item for
- what does the item look like

Have the children go to the store that they built and find these items.

Have the children cut out clothing ads.

Discuss what is meant by clothing ads and the different type of

1. We can buy from a grocery ad:

- meat
- fruit, etc.

2. We can buy from a clothing ad

- shoes
- hats
- skirts, etc.

3. From a want ad we can

- buy
- sell
- work

Objective	Activities	Resource Material	Experience Chart
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clothing found in the clothing ads.

Seat work - Level I  
Match the following

- a) skirt
- b) blouse
- c) pants
- d) shoes
- e) hat

Level II

Find the picture of the following items in the newspaper - cut paste them on the paper given you

- a) skirt
- b) blouse
- c) pants
- d) shoes
- e) hat

Can you find any other types of clothing ads? If so, put them in the space below.

Discuss what it means when we say the want ads - where we find them - who puts them in the paper.

Have a contest to see which child can find the most ads

Suggest putting in the newspaper our own want ad

Discuss what we will put in - Review money concepts - Figure out how much it will cost us for a certain amount of time

Look for our ad in the paper.



Objective	Activities	Resource Material	Experience Chart						
7. To improve composition	<p>Discuss the importance of writing clearly and carefully - spelling is important too</p> <p>Practice writing and spelling his name and address.</p> <p>Have him draw a picture and then write out a title for it.</p> <p>Practice writing the last experience chart</p> <p>Demonstrate the use of the dictionary - what can the dictionary tell us.</p> <p>Have children practice using the dictionary.</p> <p>Seat work - Look up and write what the word means - also alphabetize the words (both levels)</p> <table> <tr> <td>1. news</td> <td>4. please</td> </tr> <tr> <td>2. buy</td> <td>5. save</td> </tr> <tr> <td>3. sell</td> <td></td> </tr> </table> <p>Suggest writing a want ad in the newspaper</p> <p>Discuss what it will be, how we will say it and how we will say it, and how long it will be.</p> <p>Write it on the experience chart.</p>	1. news	4. please	2. buy	5. save	3. sell		<p>Newspaper Art supplies Dictionary</p>	<p>Our want ad:</p> <p>TO SELL: one bookshelf like new Phone: 353-2776</p>
1. news	4. please								
2. buy	5. save								
3. sell									

12.

Objective	Activities	Resource Material	Experience Chart
8. To experience working together in writing their own newspaper.	<p>Review past experience charts</p> <p>Suggest writing own newspaper.</p> <p>Discuss:</p> <p>a) What materials will be needed</p> <p>b) How and where we will get these materials</p> <p>c) Should we divide the work</p> <p>d) Should we sell our paper - how much</p> <p>e) Who shall be our customers</p>	Experience chart	<p>We are going to write a class newspaper. The name of our newspaper is Tyler News.</p> <p>Here are our workers for our paper:</p> <ol style="list-style-type: none"> <li>1. News - Jim, Mike, Sue</li> <li>2. Art - Rich, Tom, Larry</li> <li>3. Sales - Delivery Dick, Jean, Jeff</li> <li>4. Printers - Gail, Cheryl, Arch</li> </ol>
9. To develop responsibility	<p>Class discussion on the duties of each person toward our paper and the importance of their job. Write these on the experience chart.</p> <p>Discuss how much money is needed and how we will earn this money - suggest odd jobs in the want ads.</p> <p>Discuss the duties while working for others - are they the same as when we are making our newspaper.</p>		
10. To develop verbal facility and vocabulary development.	<p>Discuss the duties of delivering the paper - keeping it clean, being nice to people.</p> <p>Dramatization - Having a Job</p> <p>Discuss how and to whom we would ask to buy our newspaper.</p>	Experience chart newspaper classmates from other rooms	<p>Additions:</p> <ol style="list-style-type: none"> <li>1. We must do our own duties.</li> <li>2. Be willing to share tools with others.</li> <li>3. Respect property.</li> </ol>



Objective	Activities	Resource Material	Experience Chart
	<p>Use the telephone to call the business supply center for more material for our paper.</p> <p>Review last experience chart orally - Discuss - can you think of more things to add to the experience chart.</p> <p>Discuss how we ask questions to find news.</p> <p>Dramatize how we find news.</p> <p>Interview other classes for news.</p>		
<p>11. To develop a sense of pride in what we do and how we dress.</p>	<p>Discussion of neatness in appearance and work. What should we wear when delivering or selling our paper and why (weather is a factor, etc.)</p> <p>In the newspaper find ads about different kinds of soap - cake, liquid, flakes.</p> <p>Discuss what we use the different kinds of soap for.</p> <p>Have children go as a class to the store and buy these three types of soap - then use the three different types to wash our hands, wash dishes, wash clothes.</p> <p>Look at the weather report in the newspaper - have them tell what they would wear to deliver the newspapers.</p>	<p>Grocery Store</p>	<p>What should I wear when it is</p> <p>Hot : cool clothes, hat</p> <p>Raining: umbrella, boots, raincoat</p> <p>Cold: coat, gloves, boots</p>



Objective	Activities	Resource Material	Experience Chart
	<p>Seat work - Level I</p> <p>Draw a picture of what you would wear when it is: hot raining cold</p> <p>Level II:</p> <p>Fill in the blank with the right word:</p> <p>When it is cold out, I wear a/an _____. (umbrella, dress, coat)</p> <p>When it is raining, I wear a/an _____. (umbrella, dress, raincoat)</p> <p>When it is sunny, I wear a/an _____. (cool dress or shirt, coat, umbrella)</p>		
12. To learn the safety rules.	<p>Discussion of what red, yellow, and green lights mean.</p> <p>Game - played with red and green cards signifying the stop lights.</p> <p>Dramatization of walking safely across the street.</p> <p>Discussion of what an accident is.</p> <p>Find a picture of an accident in the paper.</p> <p>For boys and girls riding bikes to deliver paper - practice on the playground with bikes - turning, stopping, etc.</p>	<p>Newspaper</p> <p>Art material</p> <p>Field trip - walking</p>	<p>Safety Signs</p> <ol style="list-style-type: none"> <li>1. Red means Stop</li> <li>2. Yellow means Be Careful</li> <li>3. Green means Go</li> </ol>

Objective	Activities	Resource Material	Experience Chart
	<p>Discussion of other warning signs</p> <p>Field trip - whole class goes to deliver our first group of newspapers.</p>		
13. To learn how to follow directions.	<p>Discussion of why it is important to follow directions.</p> <p>Give them oral directions as to how to make the newspaper itself.</p> <p>Use the experience chart and write these directions down after you have told them orally.</p> <p>Give them instructions on how to fold our newspaper correctly. Demonstrate this to them.</p> <p>Dramatize the proper way of delivering the paper (class does this)</p> <p>Deliver the paper to our customers.</p>	Newspaper	<p>How to write our Newspaper</p> <ol style="list-style-type: none"> <li>1. Proof read what news people have given us.</li> <li>2. Make sure our pencil is sharp and our paper clean.</li> <li>3. Write clearly leaving a space between each word, etc.</li> </ol>
14. To learn how to apply for a job.	<p>Practice writing name, address, phone, etc.</p> <p>Read books about being a newspaper boy or girl.</p> <p>Discussion on what to wear when applying for the job and manners.</p> <p>Have the employer of the newspaper office come and talk to us.</p>	<p>Newspaper office</p> <p>Resource person</p> <p>Application for a job.</p>	<p>Application form for a Job</p> <p>Name _____</p> <p>Address _____</p> <p>Phone _____</p> <p>Age _____</p> <p>Do you own a bike? _____</p>

Objective	Activities	Resource Material	Experience Chart
	<p>Dramatize asking for a job</p> <p>Going down and applying for a job (for those interested in doing this)</p> <p>Seat work - Both levels - fill our the experience chart neatly.</p>		
15. To learn the duties of being a paper boy or girl.	<p>Discuss the importance of</p> <ul style="list-style-type: none"> <li>a) delivering papers on time</li> <li>b) collection of the money</li> <li>c) being neat</li> <li>d) dressing properly</li> <li>e) being polite to customers</li> </ul> <p>Review experience charts</p> <p>Review making change and recognition of bills and coins.</p> <p>Have a boy who is presently a paperboy come and talk to the class.</p> <p>Dramatize being a paperboy.</p> <p>Deliver our class newspaper to our customers.</p>	Newspaper Resource person	<p>To be a paper boy or girl we must:</p> <ul style="list-style-type: none"> <li>1. Deliver papers on time.</li> <li>2. Collect money.</li> <li>3. Be neat.</li> <li>4. Be polite.</li> </ul>



## VII. Future Plans

A field trip to the newspaper may provide new information and ideas which will have to be discussed and implemented. Most of the activities from this point, however, will be concerned with vocational skills-i.e. collecting for the newspaper, how to pay your bill to the newspaper office, etc. Concepts of math, politeness could be enhanced by actually acquiring a paper route and have the children in the class take turns in delivering and collecting for the town newspaper. It must be stressed that when one uses the newspaper as a unit, the home town newspaper should be used. This will provide better motivation and understanding. As can be noted by my list of sub-units, many interesting sub-units can be developed out of the newspaper. Since, the newspaper is one of our main ways of communication, I feel that it is extremely important that the newspaper and its advertisements should be used not only as a unit in itself, but should also be consulted as a reference to other units that may be developed in the future.



LIFE EXPERIENCE UNIT

Safety

C. A. 6 - 10

*Spring 69*

Prepared by:

Gloria Osdoba



## Safety

I. I feel that a unit on safety should be a part of the curriculum for the following reasons:

1. Many of them come from homes where dangerous objects are often littered and they should be made aware of these hazardous conditions and what to do to remove them.
2. They are at an age where they are learning to associate with other children in play and they should learn to play safely.
3. It ties in strongly with the units health and first-aid, which are essential for the mental retardate to develop independence and self-reliance.
4. Many hazardous conditions arise at school, at home, and on the playground, and they should know what to do if such a situation does arise.
5. This is the age when they are developing their habits, and they should be instilled with good habits from the beginning.
6. Every moment of their lives could be made either safe or unsafe. They must learn to be observant and realize that in many situations their actions decide the consequences.

## II. Sub-Units

- |                               |                             |
|-------------------------------|-----------------------------|
| A. Fire                       | G. Emergency Procedures     |
| B. First Aid (Nurse's Office) | H. Telephone                |
| C. Safety Rules               | I. Community Health Helpers |
| D. Safety at Home             | J. Safety Signs             |
| E. Playground Safety          | K. Accidents                |
| F. Transportation             | L. Good Health Habits       |

### III. General Objectives

The overall objective of this unit is to make children realize the significance of safety procedures and to provide them with some means of using safety practices.

- A. To acquaint them with precautions to be taken with fire.  
To learn fire prevention rules.
- B. To acquaint with basic self-administered first-aid.
- C. To learn the importance of first-aid.
- D. To acquaint with safety rules and encourage observance.
- E. To make them aware of possible hazards in the home and to learn how to deal with them.
- F. To encourage safety procedures at home, at school, and while playing.  
To learn proper care of toys and dangerous objects in the home.
- G. To teach and encourage safe play.
- H. To teach safety habits while going to/from school.
- I. To teach courteous safety.
- J. To realize the immediacy of certain situations and recognize what to do in the situation.
- K. To teach them proper use of the telephone as an instrument of communication.
- L. To assist in adequate understanding of finding help in the telephone book.
- M. To broaden their understanding of community services.
- N. To acquaint them with safety signs and encourage recognition.
- O. The recognition of poisons.
- P. To learn to avoid accidents and what to do if one occurs.
- Q. To promote good health habits and acquaint them with the consequences of unclean habits.  
To become aware of the importance of health safety.

#### IV. Core Area Concepts

##### A. Arithmetic Concepts

1. Counting dangerous objects and first-aid objects
2. Reading telephone numbers
3. Dialing the telephone - recognizing the numbers on the phone
4. Counting bandages

##### B. Communication Skills

1. Listening skills
2. Speaking skills
3. Comprehension
4. Dramatic play
5. Pantomime
6. Telephonine
  - a. Calling the appropriate person
  - b. Being able to identify oneself over the phone
7. Self-expression
8. Observation skills
  - a. Watch a film on safety and report the important data

##### C. Social Competencies

1. Proper use of the telephone
2. Concept of community helpers and what they do
  - a. Doctor
  - b. Nurse
  - c. Operator
  - d. Fireman
  - e. Others
3. Dramatic play between parent and child



4. Idea of their responsibility to promote safety
  - a. Remove hazards from the home, playground, and school
5. Use of community first-aid services

D. Health

1. The use of bandages for healing
  - a. Application - when and how
2. The proper care of cuts
  - a. Cleanliness and medication
3. To make them aware of the "poison" label
4. To enable them to recognize medicines and their uses
5. To encourage good health habits.

V. Resource Material

- A. Fire alarm, fireman, and firetruck
- B. Scissors
- C. Nurse and her equipment
- D. Bandages
- E. Water, tubs, soap, and towels
- F. Film, projector and screen
- G. Music books
- H. Bus and bus driver
- I. Play telephone
- J. Construction paper (red, yellow, green and white)
- K. Crayons
- L. Glue
- M. Scrapbook

N. Experience chart

O. Newspapers and magazines

P. Pencils

Q. Nearby park for them to practice safe play

R. Hazardous objects (scissors, plug, broken glass, stone)

## VI. Recognition Vocabulary

fire  
fireman  
safe  
firetruck  
match  
ashtray  
stove  
cut  
wash  
bleed  
bandage  
doctor

nurse  
operator  
telephone  
telephone book  
safety  
poison  
stop  
go  
slow  
exit  
shock  
plug

first-aid  
arm  
hurt  
careful  
clean  
dirt  
call  
help  
walk  
soap  
scissors

## VII. Spelling Vocabulary

fire  
safe  
cut  
wash  
stop  
go  
slow  
arm  
call  
help  
walk  
soap

## OBJECTIVES

## ACTIVITIES

## RESOURCE MATERIAL

## EXPERIENCE CHART

1. To introduce the unit. To teach what to do in case of a fire at school.	1. Have a practice fire drill with firemen and fire trucks present.	1. Fire alarm, fire trucks, firemen	1. Have them give you the correct procedure for leaving. (ask them) a. Stand up b. Leave by rows c. Walk
2. To teach them fire prevention and precautions to be taken. To recognize fire objects.	2. Game - Draw a picture of a match and have the children cut it out. Draw objects such as a can, an ash tray, a stove, grass, etc., and have them paste matches on the objects where they should be placed.	2. Scissors Seatwork # 1	2. _____
3. To teach first-aid procedures. To emphasize the importance of doing what the parent says.	3. Dramatic Play - Have two children work together (one being the parent, the other being the child). Have them act out what to do in a certain situation. (A cut)	3. _____	3. Elicit from them the proper care of cuts. a. Wash b. Put medicine on c. Call doctor if necessary
4. To show how to apply bandages. To gain respect for the nurse's authority.	4. Nurse gives first-aid talk and demonstration of bandages. Then have them each put a bandage on another's arm. (Make sure that they go through all the steps before putting the bandage on, i.e., washing)	4. Nurse, her equipment, bandages	4. Discuss and write statement about Nurse's duties. Also draw a picture of a nurse with some of her equipment and have them tell you what to label it.



OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
5. To familiarize the children with first-aid objects.	5. Seatwork: Pictures of first-aid objects and other objects--have them circle the first-aid objects. Then have them count the number of objects that they circled.	5. _____	5. _____
6. To acquaint them with safety rules.	6. Show a film on safety. Discuss some of the objectives of the film before showing it. After the film, question the pupils about the safety measures they recognized.	6. Film Projector Screen	6. Have them give you the safety rules they observed in the film. Record them.
7. To encourage safe play and the proper care of toys.	7. Sing safety songs.	7. Music books	7. _____
8. To make them aware of safety habits while on the school bus. To encourage courteousness. To further encourage safe play. To introduce health measures as safety measures. (cleanliness).	8. Take them to a nearby park to play for about an hour. You can take a snack along to encourage health safety. Take the bus and have them practice getting on and off. Make them aware of the fact that it is important to remain seated while the bus is moving.	8. Park, bus, bus driver, snack (possible: Kool-aid and cookies)	8. Have them tell you what they played and different safety rules that they followed. Discuss safety measures on the bus. (Write short statements)
9. To teach them how to use the telephone. To make them aware of what an operator is for.	9. Dramatization: Have a play telephone. Have pupils act out how to call for help and what to say. Have the children rotate, using each child as the operator each time and a different child each time as the person calling for help.	9. Play telephone	9. Draw a telephone and elicit responses from the children by asking them who to call for help in different situations and list them under the drawing of the telephone.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
10. To teach them how to use the telephone book. To make them aware of community services.	10. Seatwork: Picture of telephone with spaces for the doctor's name and number and the student's name number. Have them look up the numbers in the telephone.	10. Telephone book	10. _____
11. To acquaint them with safety signs and their purposes. To make them aware of the "poison" label.	11. Have them make safety signs and cut them out. a. Poison (skull and cross bones) b. Stop c. Exit d. Stoplight Have them count the different kinds of signs they made. (4)	11. Construction paper (red, yellow, green, white) Crayons Scissors Glue	11. Make the four signs and paste them up as the children tell you what they are for and what they mean. Write a short statement under each describing it.
12. To introduce the idea of electricity safety.	12. Seatwork: Coloring picture of a boy with one hand in a tub of water and using the other hand to plug in a toaster. Tell a story about it.	12. Crayons	12. Have them summarize the story. List the important points.
13. To promote good health habits. To teach them the importance of health safety.	13. Pantomime: Have the children pantomime different habits and have the class tell whether they are good or bad habits.	13. _____	13. List the good and bad habits.
14. To review the hazards in the home and classroom. To review safety measures.	14. Have them cut out or draw pictures of hazards and safety objects and have them paste them in a scrapbook, labeling whether it is a safe or unsafe picture.	14. Scrapbook Glue Paper Magazines Newspapers Scissors Crayons	14. _____



### DIRECTION OF UNIT

More time will be spent in understanding safety rules and establishing safety habits before going on to emergency procedures. A discussion of serious disasters, such as car accidents, large fires, and serious falls will end the unit.

### WORKSHEETS

1. Picture of first-aid objects and other objects. Circle the first-aid objects.
2. Picture of telephone with spaces for the doctor's name and phone number and the child's name and number.
3. Coloring picture of a boy with one hand in a tub of water and the other hand plugging in a toaster.





LIFE EXPERIENCE UNIT

Our City

C. A. 6 - 10

D<sup>r</sup> Rene Desmond

## Our City

- I. It is especially important that the retarded child be aware of the environment around him. He must be able to get around in his own city. Too many of these children probably don't realize what is available to them, the community helpers that are there to aid them, and how they can make use of these facilities. In this way they can be aided in becoming better citizens and also realize the importance of being a good citizen. I feel that their city is very important to them, and that too often the town is just taken for granted. Their town has many educational, entertainment, and recreational opportunities. These have to be emphasized to the retarded child, especially since his home environment may not afford him many benefits. This unit is to be taught in the Fall.

## II. Possible Sub-Units

1. Family and Home
2. Post Office
3. City Hall
4. Library
5. Hospital
6. Schools
7. Dairy
8. Parks
9. Churches
10. Stores
11. Recreational Facilities
12. Fire Station



13. Shopping Centers
14. Court House
15. Transportation
16. Communication Facilities
17. Safety
18. Policemen

Sub-Units of a Related Theme

1. School and School Area
2. Home and Family
3. Homes
4. Transportation
5. Fire Station
6. Policemen
7. Post Office
8. Hospital
9. Dentist
10. Stores
11. Recreational Facilities
12. Library

III. General Objectives

1. To enable the child to get around in his city
2. To help the children become aware of what their city has to offer
3. To help the children realize what the community helpers do for the city and what they can do for them as individuals
4. To show them what their responsibilities as citizens are
5. To better their social development
6. To let them know where they can find specific services

## Specific Objectives and Related Concepts

### School Area

1. To introduce the unit and to arouse interest in the children
2. To help the children to become familiar with the immediate area of their school

### Home and Family

1. To enable the children to understand how families differ in size
2. To get the children to know one another

### Homes

1. To develop awareness of the different types of houses found in our city
2. To develop familiarity with simple colors

### Transportation

1. To show the children the many different types of transportation in our city
2. To develop safety rules in relation to these different types

### Fire Station

1. To show the importance of firemen and how they help us
2. To stress the importance of good and safe behavior on the school bus and on city buses
3. To teach simple money values and exchanges

### Policemen

1. To stress the importance of policemen and what they do for us
2. To develop respect for authority
3. To emphasize good safety habits

### Post Office

1. To stress the importance of the mail system
2. To stress simple money values

### Hospital

1. To show how our city depends on the hospital and those that work there
2. To emphasize the importance of a regular check-up by the doctor
3. To stress good health habits

### Dentist

1. To ease any fears that the children may have of the dentist
2. To emphasize good health habits for the teeth

### Recreation Facilities

1. To make children aware of the many types of entertainment offered by our city
2. To help the children make good use of their spare time

### Library

1. To interest the children in books and the benefits offered by them
2. To encourage the children to take advantage of the library

#### IV. Core Areas

##### Arithmetic

1. Use of city map
2. Transportation techniques--money, times, etc.
3. Concepts of block, downtown, suburb, etc.
4. Experience in reading admission prices
5. Use of the telephone directory

##### Social Competencies

1. Use of greetings
2. Discussion of acceptable behavior expected of them in public places
3. Good telephone manners
4. Respect for police, etc.
5. Understanding of their responsibilities as good citizens
6. Appropriate apparel in public places

##### Communicative Skills

1. Reading experience chart
2. Asking for directions and information
3. Correct use of telephone
4. Field trips
5. Reading telephone book, newspapers, signs, signals, labels, etc.
6. Reporting emergencies
7. Writing letters, addresses, etc.
8. Reading for protection

##### Health

1. Information about various health agencies--doctor, dentist
2. Emphasize good grooming habits and appearances in public
3. Teach how diseases can be spread in large groups of people
4. Health in relation to public facilities

##### Safety

1. Following safety rules and directions
2. Traffic safety--walking, bicycle riding, bus riding, etc.
3. Obeying traffic lights--walk and don't walk signs especially
4. Obeying policemen and patrol boys
5. Safety rules to follow during emergencies

##### Vocational Skills (optional)

1. Tie in with community helpers
2. Begin basics in the area

#### V. Resource Material

books  
safety signs  
art material  
posters  
experience chart  
telephone  
telephone directory

city map  
pictures  
postcards of prominent places  
field trips  
resource people  
money  
newspapers



bulletin materials  
worksheets  
clock  
map of school area  
flannel board  
felt figures  
blackboard  
cardboard figure of policeman  
large cardboard carton  
doctor and nurse kits  
gowns and masks  
toothbrushes

toothpaste  
charts  
toy cash register  
common food items  
store manikin  
ice cream  
punch  
cups  
dishes  
spoons  
napkins

## VI. Vocabulary

community  
citizenship  
church  
religion  
city hall  
post office  
postman  
policeman  
fireman  
recreation  
education  
block  
downtown  
suburb  
telephone  
movies  
emergencies  
telephone directory  
town  
city  
doctor  
nurse  
dentist  
diseases  
safety  
protection  
label  
admission  
price  
money  
dollar bill  
penny  
nickel  
dime  
quarter

half dollar  
population  
size  
large  
small  
larger  
smaller  
middle  
house  
rule  
mail box  
stamp  
envelope  
letter  
change  
supermarket  
clothing  
underwear  
dress  
shirt  
blouse  
skirt  
pants  
shoes  
socks  
coat  
jacket  
scarf  
hat  
mittens  
park  
slides  
swings  
party  
library

## OBJECTIVES

## ACTIVITIES

## RESOURCE MATERIAL

## EXPERIENCE CHART

Lesson I

1. To introduce the unit and to arouse interest
2. To help children to become familiar with the map of the city
3. To become familiar with the immediate area of the school
4. To stimulate awareness of common things around us
5. To understand the concept of block

Day or so before, put up a bulletin board with large city map in center and postcards on important places around it with strings attaching post cards to appropriate place on map.

Circle school on map.

Take a walk within a three block radius of the school. Point out any construction, stores, or whatever pertinent in this area.

Discuss walk and what was seen.

Seatwork: Fill in simple map of places in school area.

Bulletin board material

Post cards

Large city map (also found in telephone directory)

Worksheet (simple map)

Experience chart

Today we took a walk around our school. We saw many things. We saw a house being built.....

"Our City" What do we know about our city?..... Concept of population, relative size. "Block"

Reproduce simple map (seatwork).

Lesson II

1. To help children understand how families differ in size.
2. To show relationship of family to the community.
3. To understand concepts of big, small, biggest, smallest, middle.
4. To encourage children to talk about their families.
5. To get children to know one another.

Children around teacher in semi-circle. Talk about different sized families. Teacher uses flannel board with felt figures to talk about a family (make-believe).

Let each child tell about his family and put felt figures on board representing his family.

Discuss each family--reinforcing size concepts using magazine pictures.

Flannel board and felt figures representing family members.

Magazine pictures of different families. Glue felt to the back and use these on the flannel board also.

Experience chart.

Some families are large. Other families are small.

Let children aid you in reinforcing size concepts. Bring out terms: mother, father, brother, sister, baby.



## OBJECTIVES

## ACTIVITIES

## RESOURCE MATERIAL

## EXPERIENCE CHART

Lesson III

1. To develop an awareness of the different types of houses found in our city. (If low-income families, be sure to gear houses to their level.)
2. To develop familiarity with simple colors.
3. To help children be aware of where one another lives.
4. To help children to realize family harmony--sharing (story).

Read The House of Four Seasons

Discuss the story--houses of different colors. Relate this to the walk taken earlier.

Dramatization: Act out story to see what colors children want to use.

Seatwork: "Colors" "Which House I Would Like to Live In."

The House of Four Seasons, by Roger Dvoisin

Worksheet on colors and on houses.

Props for dramatization

Experience chart

We all live in houses. Our houses are all different. Our houses are painted many different kinds of colors.

Jeff lives in the same block as Joe. Mary lives on the block down the street.

Lesson IV

1. To familiarize children with the different types of transportation in our city.
2. Emphasis on walking as a means of transportation.
3. Special emphasis on fire engine (build up to a field trip.)
4. To develop safety rules relative to these types of transportation.

Children around teacher in semi-circle. Talk about types of transportation. Show pictures from Giant Nursery Book of Things That Go.

Seatwork: On transportation. Allow children to color the objects when they match the name correctly with the object.

Dramatization: Set up chairs as if a school bus. Let children take turns being the bus driver. Practice good safety habits. Common courtesies.

Then pretend that it is a city bus. Use real money for fare (exact change).

Bulletin board showing different modes of transportation

Giant Nursery Book of Things That Go, by George J. Zaffo

Worksheet on transportation: matching name with picture

Toy models: cars, buses, trucks, etc.

"How do we get places?"  
"Jeff, how do you get to Joe's house?"

Simple pictures of buses, cars, etc. Write beside each picture what it is.

"Safety on our field trip" Enable the children to help in making up the safety rules which they will be following, i.e., no running; don't push or shove, etc.



## OBJECTIVES

## ACTIVITIES

## RESOURCE MATERIAL

## EXPERIENCE CHART

Lesson IV (con't)

Group activity: How to figure out how much change you should receive from certain amounts.

Dramatize city bus situation again having bus driver make change.

Worksheet on fire engine and/or toy model whose main parts come apart.

Blackboard:

15¢ = bus fare

25¢ - How much change will you get back?

10¢

Etc.

Reinforce money concepts:

25¢ - 10¢ =

10¢ 5¢

Behavior on the school bus. Review safety rules that were made for the field trip. Do we observe these rules each morning when we ride on the school bus?

Lesson V

1. To show importance of firemen and how they help us.

2. To encourage leadership qualities.

3. To provide practice in following instructions.

4. To teach simple money values and exchanges.

5. To make children aware of what they should notice on their field trip.

6. To teach common courtesies such as thanking the fireman, etc.

Tell story of Little Fire Engine.

Teach the Fire Truck song.

Discuss story and relate it to the field trip. Show pictures from The Big Book of Real Fire Engines.

Field Trip.

Circle fire station on the city map.

Follow-up with discussion--emphasize important points--especially how the fireman helps us.

Little Fire Engine, Lois Lenski (display also)

Let's Take a Trip to Fire House, by Naomi Buchheimer (Use to help teacher plan trip)

Big Book of Real Fire Engines, by Elizabeth Cameron

"Fire Truck" song p. 30 of Songs of Mr. Small, by Lois Lenski

Experience Chart

Today we visited the fire station. We saw many fire engines. One was very long and it was called the ladder truck. The fire chief has his own car. The firemen wear .....

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
<p><u>Lesson V (con't)</u></p> <p>7. To stress again the importance of good and safe behavior on the bus.</p>			
<p><u>Lesson VI</u></p> <p>1. To have children be able to give their address and to know where they live.</p> <p>2. To stress the importance of policemen and what they do for us.</p> <p>3. To incorporate respect for authority.</p> <p>4. To emphasize good safety habits.</p> <p>5. To emphasize all aspects of traffic safety.</p> <p>6. Obeying traffic lights.</p> <p>7. Obeying patrol boys.</p> <p>8. To aid in ability to ask directions and information.</p>	<p>Have each child learn his address.</p> <p>"Guess Who?" game: Teacher says, "I live at (give one child's address). Who am I?"</p> <p>Seatwork: "Guess Who" worksheet-- I live at _____. The city I live in is _____. My name is _____.</p> <p>Using life-size cardboard figure, talk about policeman and what he does for us. Emphasize respect for authority.</p> <p>Teach "Traffic Song"</p> <p>"Traffic Game": Use cardboard traffic signs and signals. Children take turns being "it." "It" chooses sign and children must obey it correctly or they become "It."</p> <p>Dramatization: "I am lost. Please help me. My name is _____. I live at _____. Etc.</p> <p>Structured situations in which child must ask for directions and/or information.</p>	<p>About Policemen, by Dillon (Use for guide only)</p> <p>Life-size cardboard figure of policeman</p> <p>Large cardboard traffic signs and signals.</p> <p>"Guess Who?" worksheet</p> <p>Bulletin board on community helpers--policemen. Each time we begin learning about a new one, it is moved to the center of the board.</p> <p>Experience Chart</p> <p>"Traffic Song"</p>	<p>Policemen help us in many ways. We must always obey the policeman. If we are lost the policeman will take us home again. Policemen protect us.</p> <p>Good Safety Habits and Rules; Walking Playing Bicycle Riding Bus Riding</p> <p>Asking Directions and for information. Reinforcement of structured situations.</p>



OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
<u>Lesson VII</u>			
1. To relate importance of knowing name and address to mail.	Practice in writing name and address.  Individual child writes letter (relative to ability). Could use mimeographed forms if need be, but child will still get to paste envelope together and to make stamp.	Post office window (booth type) from large cardboard crate.  Art material to decorate it.	<u>Importance of Mail</u>  We write letters to our friends. We also write to our grandparents.
2. To stress the importance of mail system.			
3. To repeat simple money values--as buying stamps, etc.	Make envelope from construction paper.  Children in semi-circle. Talk about stamps. Use flannel board. Teacher shows hand-made and real examples of stamps.  Make stamps to put on the envelopes.  Children mail letters at post office window.  Read <u>Adventures of a Letter</u> (modify)  Use flannel board with felt coins and stamps for simple money values. Let each child use flannel board.  Dramatization: Using post office window--buy and sell stamps, etc.  Read <u>Our Post Office and Its Helpers</u> .	Postman in center of bulletin board.  Paste, glue  Art materials for stamps.  <u>Stamp Collecting</u> , by Roger Lewis (teacher reference for stamps)  <u>Adventure of a Letter</u> , by G. W. Schloat, Jr. (modify--explain mail process)  <u>Our Post Office and Its Helpers</u> , by O. Irene Miner  <u>Mr. Zip and the U.S. Mail</u> (display)  Flannel board--felt stamps and coins.  Experience chart.	Letter--with children's composing a simple letter showing correct form, etc.  Envelope--correct way to address it.  Using please, thank you, etc. in relation to letters.
4. To emphasize social pleasantries and greetings.			



## OBJECTIVES

## ACTIVITIES

## RESOURCE MATERIAL

## EXPERIENCE CHART

Lesson VIII

1. To show how city depends upon the hospital.
2. To ease any fears that the children might have of the hospital.
3. To emphasize the importance of regular check-ups by the doctor.
4. To show importance of school nurse.
5. To teach how diseases spread in large groups of people.
6. To emphasize good health habits.

Read Curious George Goes to the Hospital to arouse interest.

Talk about Curious George's visit to the hospital and relate this to a modified version of The Hospital.

Play time: Doctors and nurses--structured play activity.

A resource person: School nurse to talk about good health habits and cleanliness.

Read Dr. John: Discuss what the doctor does for us, why we shouldn't fear him, etc.

Read Miss Ruth, the Nurse. Talk about what the nurse does.

Structured play activity: Boys taking turns being Dr. John and girls being Miss Ruth.

Dr. John and Miss Ruth, the Nurse, by J.D. Johnson

School nurse

Doctor and nurse kits

Gowns and masks

Doctor and nurse in center of bulletin board.

The Hospital, by Pyne

My Visit to the Hospital

Children tell what their visit to the hospital would be like--base on The Hospital, by Pyne.

Today the school nurse talked to our class. She told us about good health habits. It is important that we keep clean.

Review important points about nurses and doctors.

## OBJECTIVES

## ACTIVITIES

## RESOURCE MATERIAL

## EXPERIENCE CHART

Lesson IX

1. To stress importance of dentist.
2. To ease any fears the children have of the dentist.
3. To stress the importance of regular dental check-ups.
4. To emphasize necessity of good habits for the teeth.

Read How Many Teeth? to stimulate interest.

Discuss story with emphasis on care of teeth.

Read modified version of About Jack's Dental Check-Up.

Talk about having regular dental check-ups. Work at easing fears of dentist.

Resource person: Dentist

Post chart for brushing teeth. Have children brush their teeth after lunch. Give each child a star for brushing his teeth four times a day.

Dentist to center of bulletin board.

How Many Teeth?, by Paul Showers.

Let's Go to the Dentist by R. Van Sciver (use for background only).

About Jack's Dental Check-Ups, by Ruth Jubelier.

Toothbrushes and toothpaste.

Chart for brushing teeth.

Experience chart.

How To Care For Our Teeth

1. Brush after every meal.
2. Don't eat much candy.
3. Drink at least four glasses of milk a day.



## OBJECTIVES

## ACTIVITIES

## RESOURCE MATERIAL

## EXPERIENCE CHART

Lesson X

1. To aid children in knowing where to buy specific items.
2. To help children realise simple money values.
3. To familiarize children with the supermarket.

(This lesson lends itself well as a lead-in to a study of foods if desired.)

Display bulletin board made up of the different types of stores. Have two to three items from each store around it connected by string. Use bulletin board to stimulate interest.

Children in semi-circle around teacher. With the assistance of the bulletin board talk about the many different types of stores.

Read Hello Henry to begin specific lesson on the supermarket.

Set up modified version of supermarket with food items and toy cash register.

Dramatization: Allow children to buy a few items and to pay for them with money.

Seatwork: Example: Circle the item we buy in each store.

1. We buy \_\_\_\_\_ in the dime store.  
(banannas, toys)
2. We buy \_\_\_\_\_ in the supermarket.  
(shoes, apples)

Use flannelboard to talk about the various people who work in the supermarket. Show the children the clothes each employee wears.

Bulletin board materials.

Flannel board with felt clothes worn by the various people working in the supermarket.

Experience chart.

Toy cash register.

Money.

Common food items.

Worksheets.

Iowa City has many different types of stores. We buy food in supermarkets. We buy clothes in a clothing store. We buy toys and many little things in the dime store.



## OBJECTIVES

## ACTIVITIES

## RESOURCE MATERIAL

## EXPERIENCE CHART

Lesson XI

1. To help children learn how to plan efficiently.
2. To develop skills in measurement and arithmetic.
3. To encourage politeness and good social behavior.

Plan an Ice Cream party for another class. Decide on the theme. Divide the children into committees.

Invitations: Make invitations for other class.

Ordering Food: Decide on amount needed. Order food. Arithmetic concepts.

Decorations: Make simple decorations centering around theme.

Clean-Up

Discuss greetings and politeness at party.

Emphasize good eating habits and manners to be used at party and always.

Relate food to Lesson #7.

Ice cream, punch

Materials for invitations and decorations

Napkins

Silverware

Dishes

Cups

Today we had a party with Mrs. Brown's class. We had ice cream and punch. We divided into groups to plan our party. Everyone did a good job. The party was fun!

Lesson XII

1. To reinforce simple money values.
2. To emphasize greetings and politeness.
3. To help children realize value of items found in the dime store.
4. To give them experience in spending money.

Talk about the trip to the dime store.

Have each child bring a dime from home (if at all possible) to be spent at the dime store.

Talk about the different people that work in the dime store.

Have children practice making change with real coins.

Seatwork: Example: Match the coins with their value.

Experience chart

Magazine pictures of things which can be bought in the dime store.

Money

Worksheet

Review safety rules from Lesson # 3

Today we went to Woolworth's Dime Store. We saw many different things. We each spent ten cents for something we wanted. We bought candy, balls, games, toys, and books. We had fun.

## OBJECTIVES

## ACTIVITIES

## RESOURCE MATERIAL

## EXPERIENCE CHART

Lesson XIII

1. To stress good habits in dressing.
2. To encourage self help.
3. To emphasize the right kind of clothes to be worn during this time of year.

Talk about different types of clothes.

Children in semi-circle around teacher. Dress manikin while stressing each item of clothing. Allow children to take a closer look at manikin. Encourage children to dress themselves each morning.

Use flannel board to stress each item of clothing. Allow children to take turns dressing the felt doll with the proper clothes for the day. (Can be done every morning.)

Experience chart

Store manikin (little girl) with clothes to fit.

Flannel board--with felt doll and clothes.

This morning it was very chilly. We all wore our jackets or coats. Some of us wore our mittens. A few girls wore scarves.

Lesson XIV

1. To familiarize children with the many types of entertainment in our city.
2. To give experience in reading admission prices.
3. To develop simple money values.
4. To show the advantages of free entertainment; i.e., parks, recreation centers, etc.

Talk about many different types of entertainment. Use bulletin board as a guide.

Take a walk to a near-by park. Observe swing-set equipment, ponds, wading and swimming pool, etc. Allow time for children to play on the gymnastic equipment.

Discuss movies, admission prices, etc. Emphasize free entertainment.

Seatwork: Fill in the values of the coins.

15¢ = ○ ○

23¢ = ○ ○ ○ ○

40¢ = ○ ○ ○ ○

Bulletin board with magazine pictures showing different types of entertainment.

Experience chart.

Worksheet.

Field trip.

Today we walked to the park. We played on the slides and swings. We watched the ducks in the pond. The park has a swimming pool. It costs 25¢ to go swimming.



## OBJECTIVES

## ACTIVITIES

## RESOURCE MATERIAL

## EXPERIENCE CHART

Lesson XV

1. To encourage them to develop reading skills.
2. To interest them in books.
3. To encourage them to take advantage of the library.
4. To familiarize the children with the public library.
5. To develop good listening skills.

"Have you ever thought about the public library as a place of entertainment?" Discuss.

Arrange to take the children to a story book hour at the library (usually held on Saturday mornings). At this time hopefully every child will be able to attain a library card. Encourage the children to take books home. Show children around the library--especially pointing out the picture books at their level.

Keep many books on display in the classroom. Change the selection every so often.

Read one of their favorite stories to them. Use flannel board to help make the story come alive.

Bulletin board on the library--showing library card, etc.

Experience chart

Books

Posters about books

Bulletin board on some favorite book that the children have especially liked.

Saturday we went to the public library. We listened to a story about

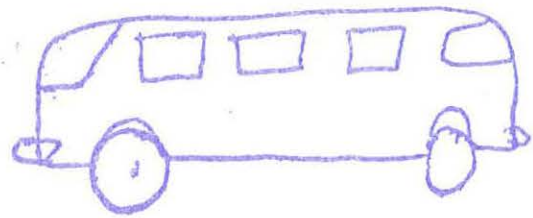
It was very good. We met the librarian,

She is very nice. She wants to help us find good books.

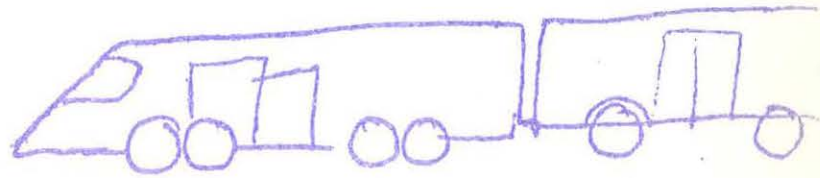


match object with name

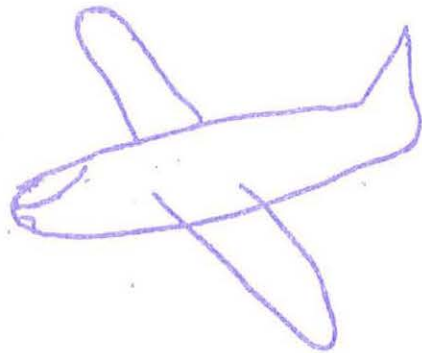
Car



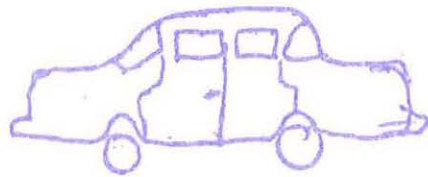
Airplane



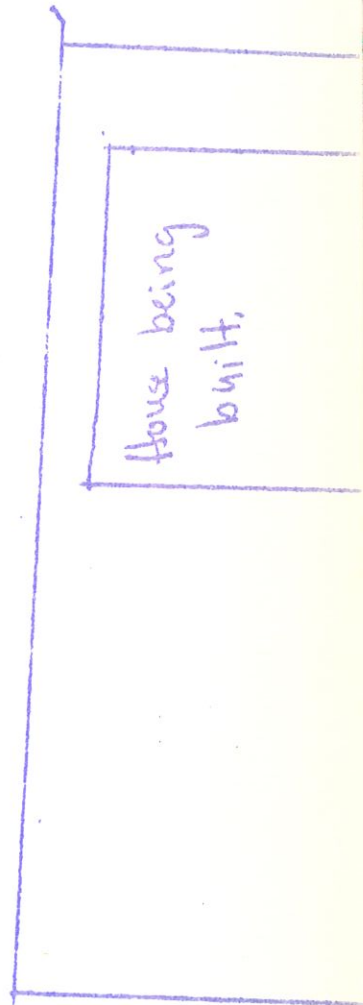
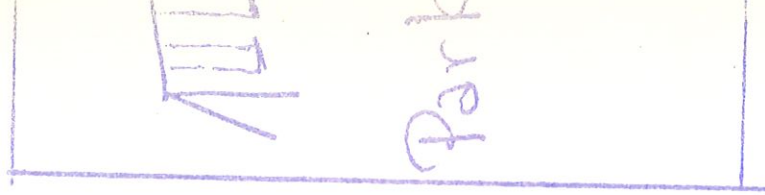
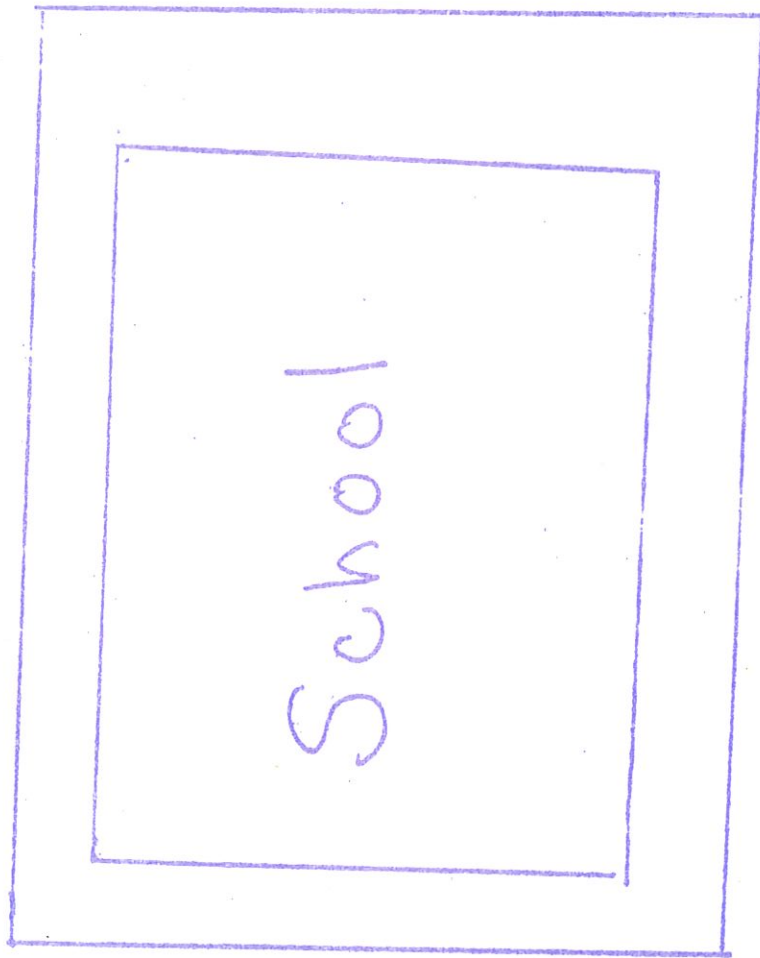
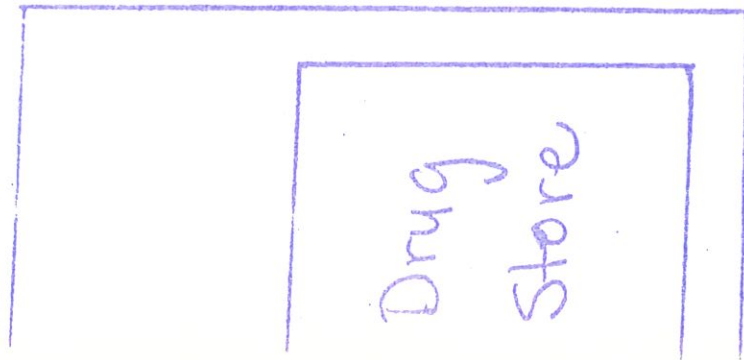
Bus



Train



# Map of School Area



Fill in the correct  
amounts

---

$$25¢ - 10¢ = \bigcirc \bigcirc$$

$$10¢ - 5¢ = \bigcirc$$

$$5¢ - 1¢ = \begin{matrix} \bigcirc & \bigcirc \\ \bigcirc & \bigcirc \end{matrix}$$

$$25¢ - 5¢ = \bigcirc \bigcirc$$



#### DIRECTIONS FOR THE REST OF THE UNIT

The unit is by no means completed by the representation of lesson plans presented here. The direction of the rest of the unit is suggested by the specific objectives and concepts and by the core area list. I would definitely complete the unit with at least ten more lesson plans. Emphasis for the remainder of the unit would be on citizenship and social development. The unit would end with a review--perhaps in the form of a booklet made by the children representing "Our City."



NAME: Robin Smolin  
AGE LEVEL: 6 - 10  
UNIT TOPIC: Transportation

Selection: I selected this unit to be included in the curriculum because transportation plays an important part in the child's life as a child as well as an adult. It is something which is part of everyday living and which he should be taught the proper use of.

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Spring



## II. Sub-Topics

- A. Walking
- B. Bicycle
- C. Car
- D. Train
- E. Bus
- F. Taxi
- G. Airplane
- H. Boat
- I. Differences between private and public transportation
- J. Courtesy on public and private transportation
- K. How to behave on a field trip
- L. Time
  - a. Dates
  - b. Hours and minutes
  - c. Arrival and departure times
- M. Recognizing traffic signs

## III. Objectives

General Objective: To teach the child about the different types of transportation available for his use and how to use these with safety and good manners.

Specific Objectives:

1. Walking

- a. to understand that this is the easiest, most convenient and most often used form of transportation.
- b. to understand that this is the most inexpensive form of transportation.
- c. to teach safety in walking by knowing street signs and traffic signals.
- d. to teach courtesy toward others using the same form of transportation.
- e. to understand this is good exercise when the weather permits.

2. Bicycles

- a. to understand state and local rules about using a bicycle.
- b. to understand the many uses of a bicycle.
- c. to understand the expense of owning a bicycle.
- d. to understand some of the major parts of bicycle and how to repair them.

3. Car

- a. to understand the time, distance and direction involved in this type of transportation.
- b. to understand that you can go many more places in a car than on foot.
- c. to understand that a car is a more expensive mode of transportation.
- d. to know about safety practices involved.
- e. to know about ways of being comfortable.

4. Bus

- a. to understand that buses can be used for group travel over long or short distances.
- b. to know how to call about bus schedules and costs.
- c. to understand safety practices involved in getting on and off a bus.
- d. to know proper behavior when traveling on a bus.

## 6. Taxi

- a. To know how to call for a taxi
- b. to know that it is used on special occasions
- c. to know the expense (and it is considerable, depending on the distance) involved in traveling by taxi
- d. to know rules of safety in using a taxi
- e. to know rules of courtesy

## 7. Airplane

- a. to understand the long distances that can be traveled
- b. to understand the short time involved in traveling by plane
- c. to know how to find out about plane schedules and costs
- d. to know the rules of courtesy when traveling by plane
- e. to know safety rules in airplane travel

## 8. Boat

- a. to understand the cost of owning a boat
- b. to understand that there are different places for a boat to travel - river, lake, ocean.
- c. to understand that a boat can be owned for pleasure or used to get from one place to another, as traveling from here to Europe
- d. to know safety rules that should be observed when traveling by boat
- e. to know the rules of courtesy that should be observed when traveling by boat

## 9. Rules of courtesy on public and private transportation

- a. to understand the difference between public and private transportation
- b. to know how to speak politely to people when spoken to
- c. to know how to conduct oneself when getting on or off public transportation
- d. to know how to be polite when calling about information about schedules and costs of traveling



10. How to behave on a field trip

- a. to use what has been learned in the classroom
- b. to give the child a chance to use transportation that he may not have used before

11. Time

- a. to understand and know the months of the year and the days of month and week for use in planning trips
- b. to be able to tell time by the clock in order to be places on time
- c. to understand what is meant by arrival and departure times

12. Recognizing traffic signs and signals

- a. to know the shapes and colors and meaning of warning signs
  - 1) stop
  - 2) yield right of way
  - 3) caution
  - 4) railroad tracks
  - 5) slow
  - 6) traffic lights
  - 7) walk and don't walk
- b. to understand the policeman's job and obey him
- c. to understand basic sounds
  - 1) policeman's whistle
  - 2) train whistle
  - 3) warning bell at railroad crossing
  - 4) car horns
  - 5) police, fire and ambulance sirens

#### IV. Activities Reinforcing Core Areas

##### ARITHMETIC CONCEPTS

purchasing ticket  
telling time  
calendar exercises  
recognizing coins and bills  
making change  
reading schedules

##### SOCIAL COMPETENCIES

courtesy toward people on public transportation  
regard for private and public property  
courtesy toward and respect for policemen and other persons of authority  
courtesy toward guest speakers  
writing thank you notes

##### COMMUNICATIVE SKILLS

writing invitations and thank you notes to guest speakers  
speaking on the telephone  
dramatizing traveling on public transportation  
using the telephone directory  
reading schedules  
discussions  
    experiences on transportation  
    planning a field trip  
reading directions  
making reports in front of classmates

##### HEALTH

wearing proper clothing when traveling  
wearing clothes to suit the weather  
personal cleanliness  
personal hygiene practices on public transportation and in public restrooms  
eating properly and at the right times

##### SAFETY

on trains, planes, boats, in cars  
safety in crowding streets  
safety on water  
safety on the highway  
first aid in case of accidents  
learning to recognize signs for safety  
obeying signs and people

## V. Resource Materials

Bulletin Board

Short Films

Television

Short Stories

Songs

Field Trips

Experience Charts

Felt Board

Overhead Projector

Transparencies

Maps

Slides

Musical Records

Telephone

Telephone Directory

Easel

Plastic Models

Newspaper

Resource Visitors

Posters

Train, bus, airplane schedules

Construction paper and other art material

Magazines

## VI. Vocabulary

Days of the Week

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Airplane

Bicycle

Boat

Bus

Car

Good Night

Listen

Look

Nickel

No Left Turn

Months of the Year

January

February

March

April

May

June

July

August

September

October

November

December

Caution

Dime

Dollar

Don't Walk

Down

East

Go

Good-bye

Good Morning

North P

Penny

Please

Quarter

Schedule

School

Ship

South

Stop



Thank you

Ticket

Train

Transportation

Travel

Turn Left

Turn Right

Up

Walk

West

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
<p>Introduce the unit on transportation.</p>	<p>Have children discuss the different types of transportation they have used. Put up pictures of different types of transportation on the bulletin board. Have children bring picture for display. Seatwork: coloring means of transportation. Have picture books for children to look at and later read to them.</p>	<p>Chalk board. Magazines, Newspapers, posters and any other material with pictures of transportation. Worksheet # 1 for seatwork at end of unit period. Picture books on transportation. Experience chart.</p>	<p>List new words of the different types of transportation the children name and talk about. Write down some of the stories they tell.</p>
<p>To teach children that walking is a means of getting places and a way of getting exercise. Teach children safety in walking.</p>	<p>Review new words from previous lesson and add new information the children have brought in. Make a map of the neighborhood, naming streets and locating each child's home. Put compass directions on a map and on the wall. Show film on "Safety" and learn song, "The Traffic Officer" and march around the room while singing it. Mount new pictures brought in by the students.</p>	<p>Experience Chart Film Song, page 20 of <u>American Singer Book #2</u> Bulletin Board, construction paper and crayons for making map</p>	<p>Make a list of safety rules learned from the movie. Know address and telephone number</p>
<p>To learn about the use and care of a bicycle and safety rules about riding a bicycle.</p>	<p>Review previous work; complete map; add store locations and school. Invite someone from the police department to talk on care and use of the bicycle. With the pictures and articles accumulated, the children might consider starting a scrapbook.</p>	<p>Resource person from police department Pictures Materials for completing map</p>	<p>Add new vocabulary words note some of the things that the policeman told us about safety and courtesy on the street</p>



OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
<p>4. To show children that cars are for business as well as pleasure but that safety and courtesy are still important.</p>	<p>Continue developing scrapbook. Boys can work on plastic model cars. Recognition of traffic lights and signs. Find out about license plates from other states Seatwork: # 2 Dramatize stopping at a gas station Practice habits of personal hygiene when using public facilities.</p>	<p>Pictures of or actual signs Plastic models - glue, newspapers, magazines, construction paper (many colors) Mimeographed sheet of seatwork # 2</p>	<p>New words - traffic lights and signs Rules of highway safety Rules of courtesy and personal hygiene in the car and when making stops.</p>
<p>5. To teach safety, courtesy and personal hygiene when traveling by bus.</p>	<p>Continue developing scrapbook with pictures, newspaper and magazines articles. Invite a bus driver to speak Call depot about schedules and individual and group rates Dramatize taking a trip by bus, practicing good manners, safety and personal hygiene.</p>	<p>Bus schedules Resource person</p>	<p>List new things learned from the bus driver about operating a bus and highway safety.</p>
<p>6. To teach that the taxi is used for special occasions and that there is an expense involved.</p>	<p>Use the telephone to call for a taxi and find out about rates. Practice taxi courtesy Seatwork: # 3 on traffic signs.</p>	<p>Telephone Telephone directory Mimeographed sheet Crayons</p>	<p>Note rates of getting from one place to another Telephone courtesy</p>
<p>7. To teach that we can get us places and are also for pleasure. To understand the expense in owning a boat and courtesy and safety on a boat.</p>	<p>Make a model boat to display with the model cars. Bring pictures and discuss different kinds of boats. What kind of courtesy and safety rules must be observed on a boat? Read book - "The Littlest Tugboat" Learn song - "A Boat Race"</p>	<p>Pictures Plastic model and glue Book Song - Page 78</p>	<p>List the different kinds of boats -- canoe, sailboat, motor boat, row boat, fire-boat, tug boat, etc.</p>



OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
8. To learn about man's newest way of getting from one place to another.	Make a model airplane. Bring pictures of airplanes, past and present. Read story about airplane. See film on airport.	Model airplane Pictures "Little Airplane" by Lois Lensky Film	New words Write a short paragraph on the pilot and airline steward.
9. Review session	Go over experience chart. Practice rules of courtesy, safety and personal hygiene learned. Dramatize travel on a mode of transportation of the children's choice.	Experience chart Props for dramatization	Any new ideas that might come up during the review.
10. Planning a Field Trip.	Discussing where to go and how to get there. Because the last session was on airplanes, the teacher thinks it might be fun to visit an airport and see the plane, inside and out at first hand.	Chalk board for arranging schedule.	List tentative plans.
11. To decide on how we should act on the bus going to and from the airport and how to conduct ourselves on the tour.	Dramatizing taking trip in the classroom. Make a list of rules of courtesy.	Props for dramatization. Chalk board for listing rules.	Put all permanent plans on chart.
12. To learn something about the airport -- what we will see there.	Bring pictures of an airport. See a film on airports. Read a story on an airport.	Pictures Film Book	List information about airports for future reference.
13. Field Trip			
14. Follow up to see what was learned from the trip.	Discuss what was seen. Plan to do a mural in paint of the lay-out of the airport.	Paint Paper Experience Chart	List new things that were learned from the trip.

## SEATWORK

### # 1 Following Instructions

- a. Color the airplane blue
- b. Color the bus red
- c. Color the boat green
- d. Color the car yellow

### # 2 Coloring the stop light and knowing what the colors mean

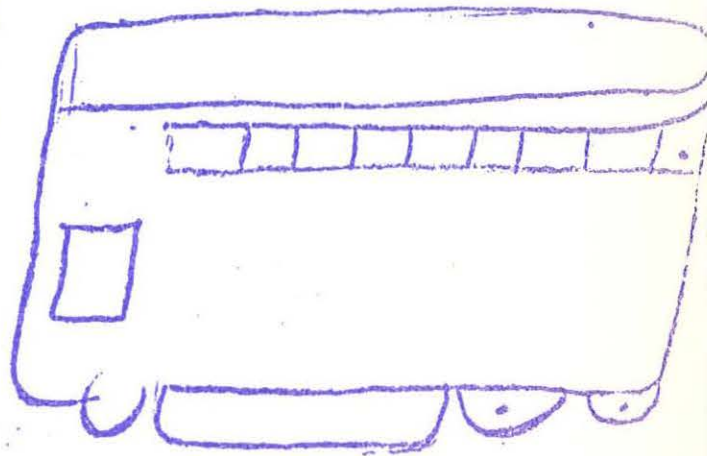
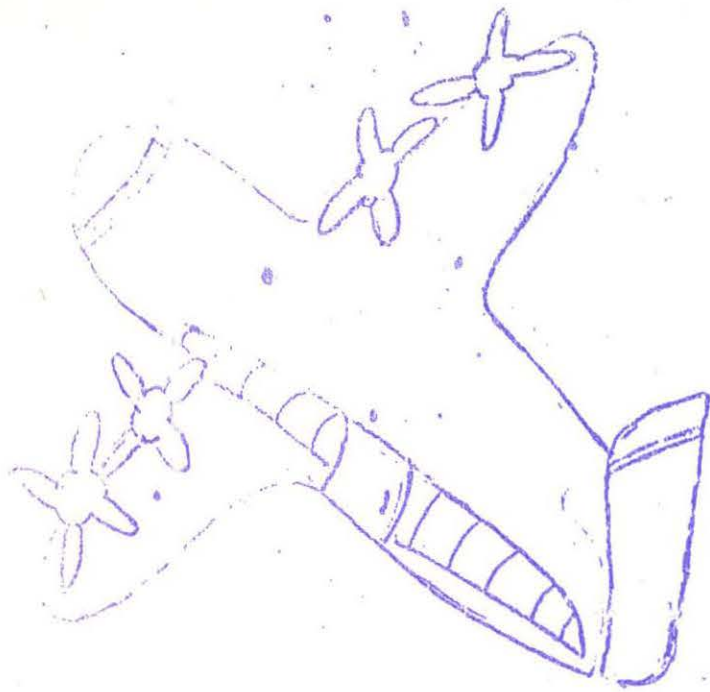
### # 3 Following Instructions\*

- a. Put a check by the caution sign
- b. Put an X by the stop sign
- c. Circle the railroad crossing sign
- d. Color the signs

\* Note: Signs would be much larger on worksheet used than they are on the illustrative sheet

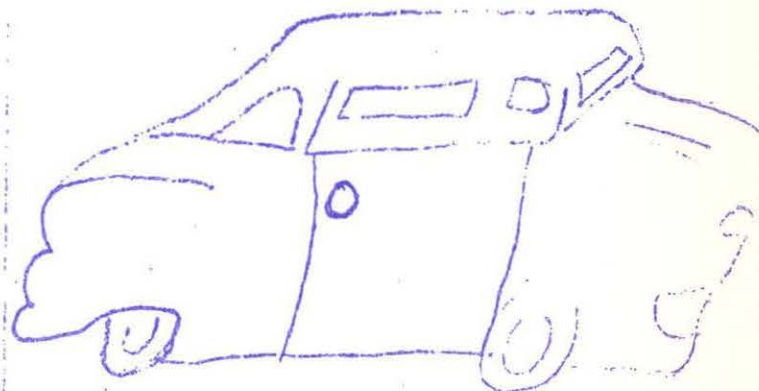
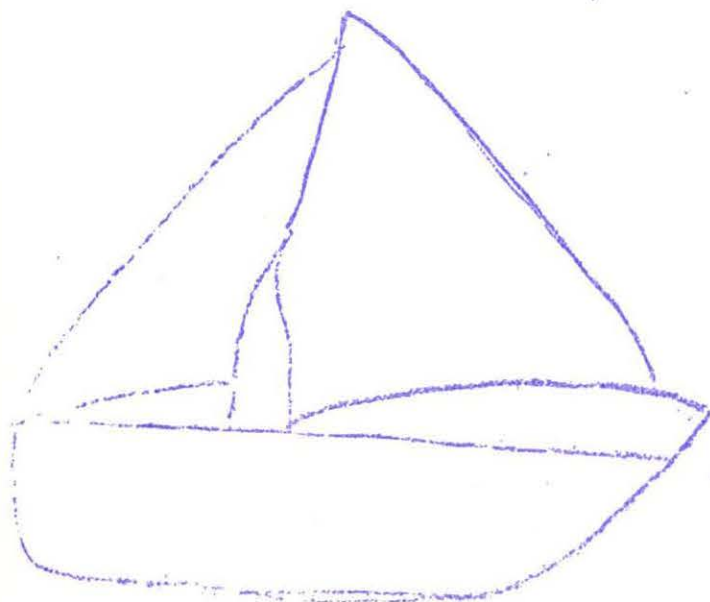
BUS

#11



Boat

CAR

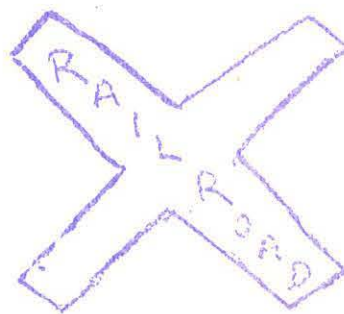
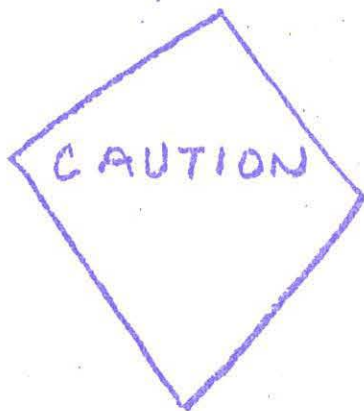




Red

Yellow

Green







**LIFE EXPERIENCE UNIT**

**Transportation**

**On the Land, Over the Water, In the Air**

**C. A. 6 - 10**

**Prepared by:**

**Stephen Smith**

**For:**

**Curriculum Development  
and Methodology for  
the Mentally Retarded**

**7U 237**

## **I. Unit Topic: Transportation**

This unit on transportation is included for the children to learn about the types of transportation available to them in their neighborhood for traveling to various places.

## **II. Sub-Units:**

1. Walking safety
2. Bicycle safety rules
3. Car safety rules
4. Taxi
5. Busses
6. Truck - kinds of trucks
7. Airplanes - kinds and uses
8. Trains
9. Boats and ships
10. Why we choose a certain form of transportation

## **III. General Objectives:**

1. To learn that there are different ways to travel
2. To learn safety precautions while walking
3. To learn walking is an inexpensive way to travel
4. To learn bicycle safety rules
5. To learn that bicycle riding is inexpensive and faster than walking
6. To learn why people use taxis
7. To learn why many people prefer driving to walking or riding a bicycle
8. To learn why people use taxis
9. To learn how to hail a taxi
10. To learn how to make and count change
11. To learn there are many kinds of trucks
12. To learn how trucks help us
13. To learn there are many kinds of ships
14. To learn the uses of different ships
15. To learn why busses are useful
16. To learn safety precautions on busses
17. To learn how to read schedules
18. To learn how to purchase tickets
19. To learn why trains are important
20. To learn that each person's job is important
21. To learn to buy tickets
22. To learn to read simple maps
23. To learn the different types of airplanes
24. To learn safety precautions while on airplanes
25. To learn about airports
26. To learn how goods and services are conveyed from place to place
27. To learn how trains, trucks, ships, and airplanes are alike and how they are different

28. To learn how the different means of transportation help people
29. To learn that railroad and bus stations and airports are busy places
30. To learn that a great many people work all the time helping us travel
31. To learn that the kind of transportation one uses depends on where he is going and the time he has to get there
32. To learn how to interpret a simple map
33. To learn that each person can do something and each person's job is important
34. To learn to show consideration for others
35. To learn that passengers can help by being prompt, thoughtful and courteous
36. To learn to appreciate the uses of the various means of transportation
37. To learn how to act in public places

#### IV. Grouping Objectives under Core Areas

##### A. Arithmetic Concepts

1. Reading simple maps
2. Setting up ticket window - Counting money and making change
3. Recognizing coins and bills
4. Gaining an idea of distance
5. Learning the value of coins and bills
6. Reading transportation schedules
7. Telling time

##### B. Social Competencies

1. Learning desirable behavior on transportation facilities
2. Learning respect for rights of others
3. Learning care of public property
4. Learning to cooperate with others
5. Learning to appreciate interdependency of workers in society
6. Learning desirable behavior in public places

##### C. Communicative Skills

1. Learning purpose of waiting stations
2. Buying tickets
3. Learning role of transportation workers
4. Learning importance of transportation
5. Learning use of simple maps
6. Learning to read schedules
7. Learning to make reports - write letters

##### D. Health

1. Learning to wear appropriate clothing
2. Learning cleanliness
3. Learning good grooming
4. Learning health habits

##### E. Safety

1. Learning safety rules while riding on public transportation
2. Learning safety rules while walking
3. Learning safety rules while driving
4. Learning to take turns



5. Learning traffic rules regarding bicycles
6. Learning importance of traffic laws
7. Learning to understand traffic signs
8. Learning to obey the policeman

F. Vocational Skills - Learning about the work of various persons in transportation

1. Truck driver
2. Conductor
3. Red Cap
4. Waiter
5. Cab driver
6. Bus driver

V. Resource Material

1. Pictures
2. Maps
3. Art Materials
4. Books
5. Easels
6. Models
7. Experience Charts
8. Poems
9. Films
10. Magazines
11. Writing paper
12. Paper dolls
13. Paper car
14. Cut out bicycles
15. Song books
16. Play money
17. Play tickets
18. Cardboard boxes
19. Chairs
20. Envelopes and stamps

VI. Vocabulary

car  
boat  
airplane  
bus  
bicycle  
walk  
work  
rules

safety  
health  
change  
money  
map  
ticket  
sidewalk  
airport

cost  
travel  
taxi  
truck  
school  
house  
friend  
depot

## OBJECTIVES

## ACTIVITIES

## RESOURCE MATERIAL

## EXPERIENCE CHART

Lesson I

1. To learn that there are different ways to travel
2. To learn to appreciate the uses of the various means of transportation
3. To learn that the kind of transportation one uses depends on where he is going and the time he has to get there.

1. Have children bring models and pictures of various types of transportation to discuss and form a display

1. Pictures
2. Models

1. Children and teacher formulate concepts they would like to learn while studying transportation
2. Vocabulary development

Lesson II

1. To learn walking is inexpensive means of transportation
2. To learn safety precautions while walking

1. Children demonstrate how to cross street correctly
2. Children place paper dolls on experience chart to show where to show where to walk, cross streets, etc.

1. Experience chart
2. Paper dolls
3. Cut out paper cars

1. Chart showing roads and sidewalks with cut-out cars on streets

Lesson III

1. To learn that bicycle riding is inexpensive and faster than walking
2. To learn bicycle safety rules

1. Discuss bicycle safety
2. Place cut-out bicycles on experience chart

1. Experience chart
2. Cut-out bicycles

1. Use same chart as in Lesson II but place bicycles on chart for various activities
2. Learn vocabulary

## OBJECTIVES

## ACTIVITIES

## RESOURCE MATERIAL

## EXPERIENCE CHART

Lesson IV

1. To learn why people use taxis
2. To learn how to hail a taxi

1. Children bring pictures of taxis
2. Dramatic play - hailing a taxi
3. Read Taxis, by Rachel Field

1. Pictures
2. Magazines
3. Poem

1. Discuss when we might use a taxi and put on experience chart

Lesson V

1. To learn that there are many kinds of trucks
2. To learn how trucks help us

1. Class brings pictures and models of various kinds of trucks
2. Read ABC of Trucks

1. Pictures
2. Models
3. Books

1. Lead class in expressing various ways trucks help people and put these on chart to help develop reading skills and vocabulary

Lesson VI

1. To learn that there are many kinds of ships
2. To learn the uses of different ships

1. Bring pictures of ships
2. Discuss uses of ships

1. Pictures
2. Models

1. Put pictures and models that children have brought on chart and label ships according to their use



## OBJECTIVES

## ACTIVITIES

## RESOURCE MATERIAL

## EXPERIENCE CHART

Lesson VII

1. To learn how busses are useful
2. To learn safety precautions on bus

1. Learn and dramatize song, "The Bus"
2. Use chairs for bus seats

1. Song books
2. Chairs

1. Put song on chart

Lesson VIII

1. To learn how busses help us

1. See and discuss film: Busses at Work

1. Film

1. Outline important concepts brought out in film

Lesson IX

1. To learn the different types of airplanes
2. To learn safety precautions while on airplanes

1. Bring pictures and models of airplanes
2. Read and discuss True Book of Airports and Airplanes, by John Lewellen

1. Pictures
2. Models
3. Book

1. Put on chart and label according to use.

Lesson X

1. To learn to work together
2. To learn how to make a toy train

1. Make a train big enough to sit in to be used in dramatic play

1. Barrel - for engine
2. Paper
3. Cardboard box for cow catcher
4. Six small chairs for passenger car

1. Directions for making train

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
<u>Lesson XI</u>  1. To learn how to count money and make change  2. To learn how to buy a ticket	1. Set up ticket booth with ticket seller and children to buy tickets	1. Large box for ticket window 2. Play money 3. Play tickets	1. Have cities listed and the price for a ticket to that city
<u>Lesson XII</u>  1. To learn how to write a simple letter  2. To learn how to address an envelope	1. Write letters requesting permission to visit airport	1. Paper 2. Pencil 3. Envelope 4. Stamp	1. Show proper form of letter writing
<u>Lesson XIII</u>  1. To learn that many people work all the time helping us travel  2. To learn that each person's job is important	1. Read a book to children 2. Have books on reading table for children to look at or read	1. Books: <u>Men on Iron Horses</u> , Edith McCall <u>I Want to Be a Pilot</u> , Carla Green <u>I Want to Be a Railroad Builder</u> , Carla Green <u>I Want to Be a Truck Driver</u> , Carla Green <u>Bus Driver</u> , Paul Witty	1. Make chart consisting of vocabulary words for transportation workers

# OBJECTIVES

# ACTIVITIES

# RESOURCE MATERIALS

# EXPERIENCE CHART

## Lesson XIV

1. To learn about an airport
2. To learn how to act in public places

1. Visit the local airport

1. School Bus

1. Use of chart before field trip, consisting of rules of acceptable behavior while on field trip

## Lesson XV

1. To learn how to express ideas effectively

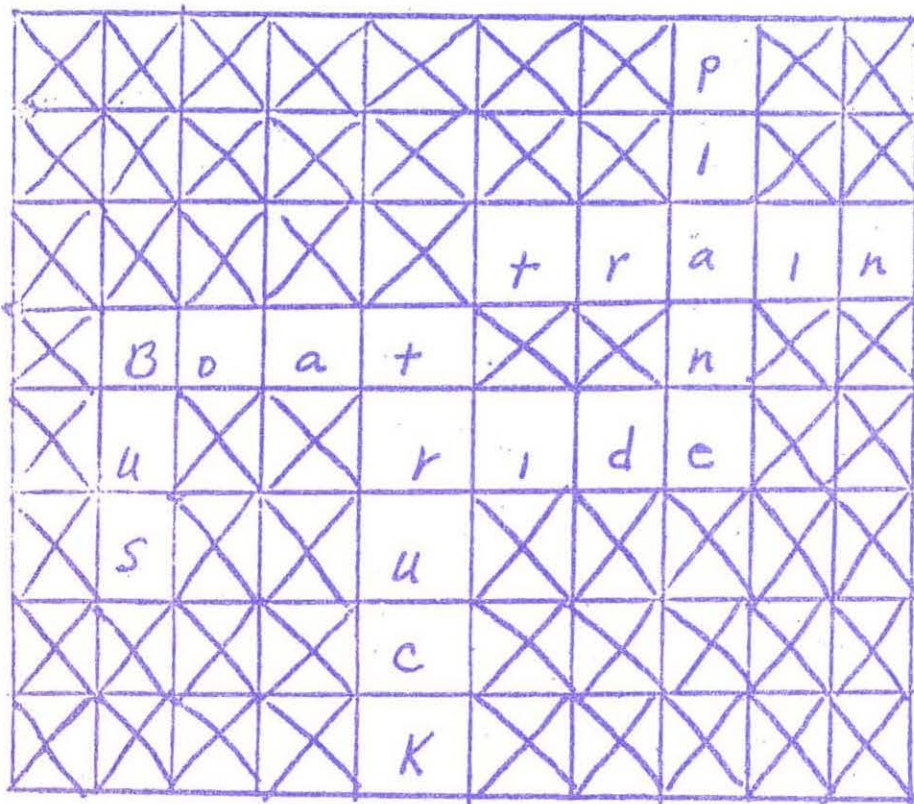
1. Children write stories about trip to airport

1. Pencil
2. Paper

1. Combine all children's stories into one on the chart - develop vocabulary and reading



Play this word game.  
Read the sentences.  
They will help you think  
of the words for the boxes.



## Across

2. You will see this on a track.
3. You will see this on the water.
5. You do this on a horse or in a car.

## Down

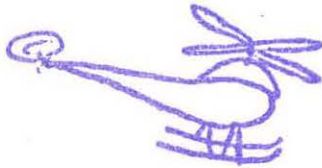
1. This looks like a bird when it is up in the sky.
3. You will find this on city streets. People pay to get on it.
4. We can take many things from place to place in this.

A Modern Dragon  
by Rowena Bennett

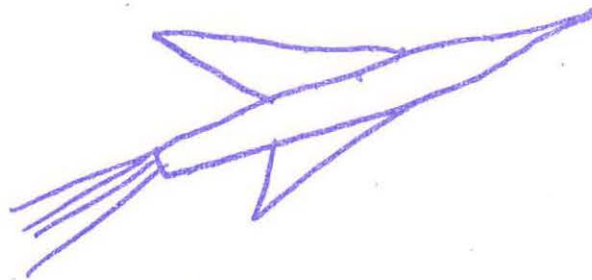
A train is a dragon that roars through the dark.  
He wriggles his tail as he sends up a spark.  
He pierces the night with his one yellow eye,  
and all the earth trembles when he rushes by.



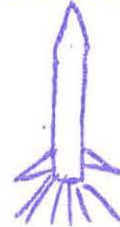
Fast



Faster



Fastest



Fast

*fast*

Slow

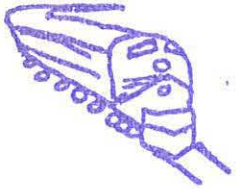
*slow*

car  
boat  
bus  
train  
plane  
truck

*car*  
*boat*  
*bus*  
*train*  
*plane*  
*truck*



a milk truck



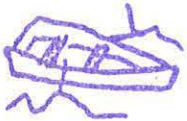
a fast train



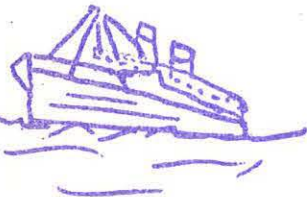
a new air plane



a school bus



a little boat

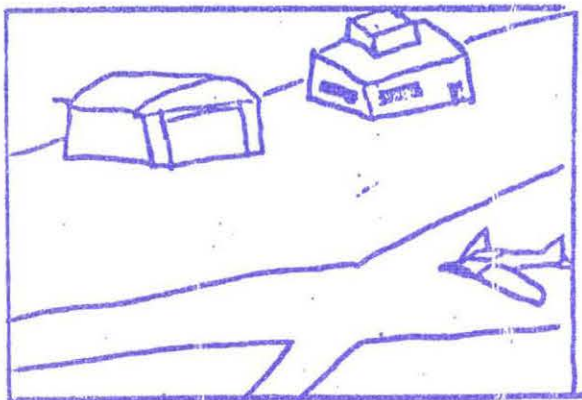


a big ship

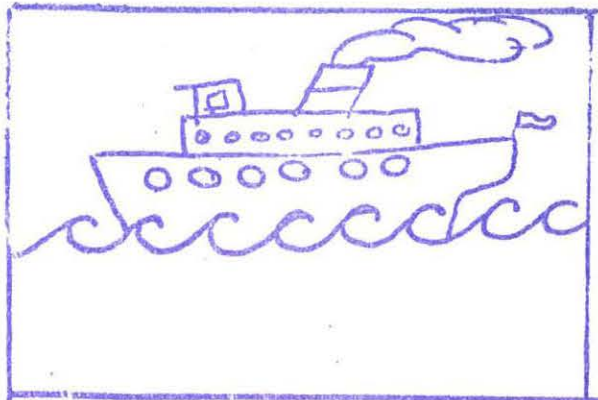


## New Words

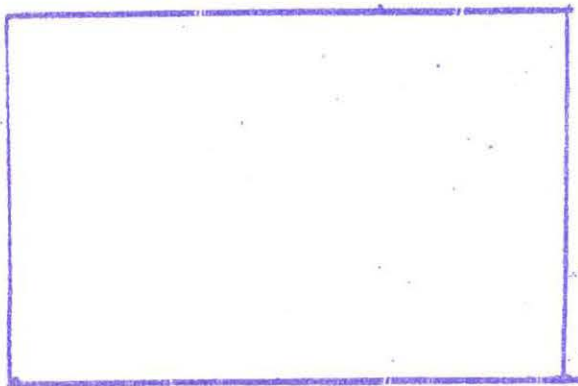
Airport



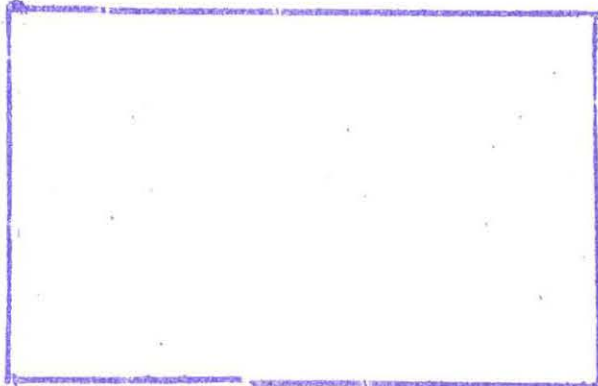
Ship



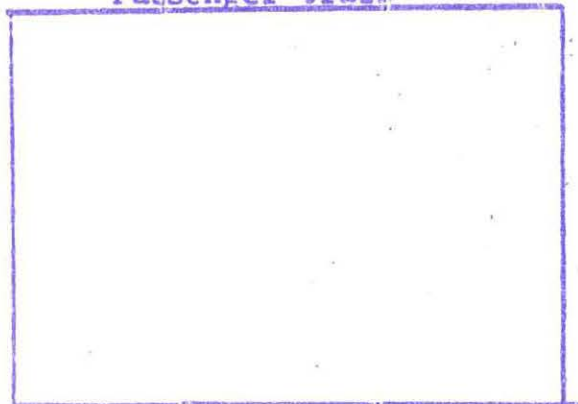
Automobile



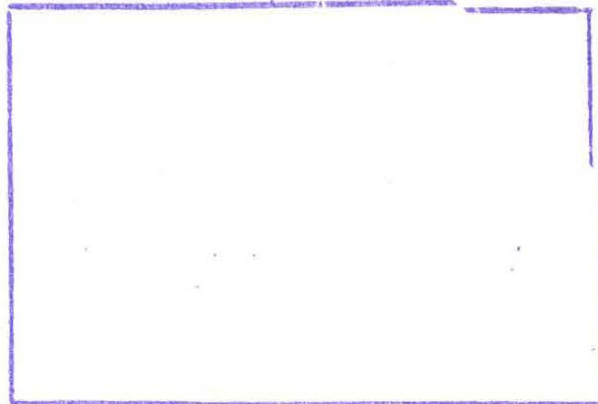
Depot



Passenger train

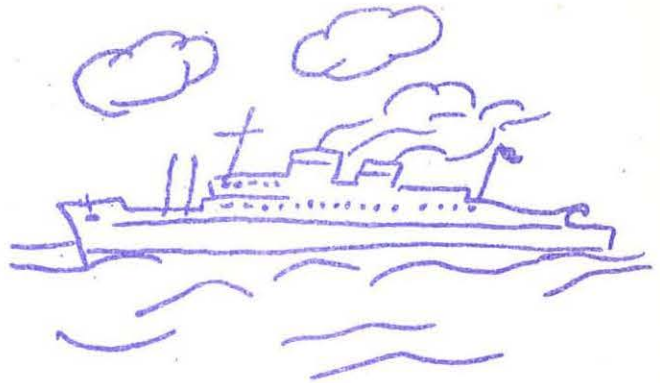


Airplane

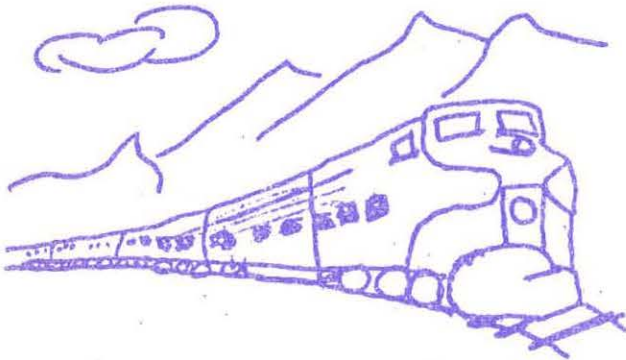




---airplane---



---ship---



---train---



---bus---

### HOW WILL YOU TRAVEL?

On the line under each picture put one of the words below which tells what the picture shows.

train \_\_\_\_\_

ship \_\_\_\_\_

bus \_\_\_\_\_

airplane \_\_\_\_\_

Make a blue star after each word that tells about a way you can travel to and from your community.

## NUMBER STORIES

Jim saw 8 airplanes on the ground.

5 of the airplanes flew away.

How many were left on the ground?

5 from 8 is how many?

$$5 \text{ from } 8 \text{ is } \underline{\hspace{2cm}} \overset{8}{-5}$$

There were 3 airplanes on the ground.

Soon the 5 airplanes came back.

Then the 8 airplanes were together again.

Three and five are how many?

$$3 \text{ and } 5 \text{ are } \underline{\hspace{2cm}} \overset{3}{5}$$



9 toy cars were on a shelf.

John put 5 more with them.

Then how many toy cars were on the shelf?

$$9 + 5 = \underline{\hspace{2cm}}$$

16 toy planes were on a box.

Don took 8 planes out of the box.

How many toy planes were left in the box?

$$16 - 8 = \underline{\hspace{2cm}}$$

John gave Bill 9 toy ships.

He had eight ships left.

How many ships did John have to begin with?

$$9 + 8 = \underline{\hspace{2cm}}$$

The city has 8 school buses.

One bus has a flat tire.

How many school buses do not have a flat tire?

$$8 - 1 = \underline{\hspace{2cm}}$$

---

Original idea.

## AT THE AIRPORT

Benny and Susan went to the airport.

They saw 3 airplanes land.

$$\begin{array}{r} 3 \\ +4 \\ \hline \end{array}$$

add  
subtract

They saw 4 airplanes take off.

How many airplanes did they see?

One airplane carried 4 boxes of baby chicks.

Another carried 6 boxes of baby chicks.

add  
subtract

How many boxes of chicks did both carry? \_\_\_\_\_

Susan saw 7 trucks.

She saw 5 trucks drive away.

add  
subtract

How many trucks were left at the airport? \_\_\_\_\_

---

Identify the process used in solving the problem.

---

Gunderson, Agnes G., Learning to Use Arithmetic, D. C. Heath and Company, 1953, p. 135.





THE HOUSES WHERE WE LIVE

A unit for the mentally retarded in  
the age group of 6-10 years

Marcia Pillard  
13 93 72

### THE HOUSES WHERE WE LIVE

I feel that the home to the child within the range of 6-10 years of age is probably the most important aspect in his life. This is where a child of this age group spends most of his time outside of the school. Within his home evolves the aspects of social relationships, safety, health, the communicative skills, and arithmetic skills. I feel that if I can give a child an idea of the different types of homes, the arrangement of a home; this would help him develop better attitudes toward his home, and he would take pride in his own home.

## II. Sub-units

1. family
2. courtesy
3. safety
4. food
5. leisure time
6. first-aid
7. community helpers
8. citizenship
9. holidays
10. health
11. animal housing
12. houses around the world

## III. General Objectives

1. To develop a sense of responsibility and pride in the child toward his home.
2. Discuss the various types of homes and the child's own home.
3. Explain the various types of ownership.
4. Show the different materials used in building a house.
5. Name and count the different rooms in a house.
6. Names and discussion of various activities and contents in the rooms of the house.



#### IV Core Areas

##### ARITHMETIC CONCEPTS

1. understanding quantitative concepts
2. upstairs-downstairs
3. telephone numbers
4. simple number concepts 1-10
5. address
6. simple concept of measurement
7. cooking vocabulary
8. members in a family

##### COMMUNICATIVE SKILLS

1. discussion on houses
2. reading and listening to stories
3. finding picture of an idea
4. television
5. reports
6. newspaper

##### SOCIAL COMPETENCIES

1. cooperation with family and home
2. pride in the appearance of their home
3. telephone manners
4. how to act in a public place
5. use of leisure time
6. being a helper in a home

##### HEALTH

1. preparation and eating the right kinds of foods
2. the bedroom for rest and illness
3. cleanliness
4. disposal of waste materials
5. cleaning the house
6. yard care

##### SAFETY

1. kitchen safety
2. bathroom safety
3. fire prevention
4. electricity
5. hot and cold
6. sharp and dangerous articles
7. poison

##### VOCATIONAL SKILLS

This is not really applicable to this age group, but the children could see the occupations such as carpentry and community helpers.

## V. RESOURCE MATERIAL

pictures from magazines, books, catalogues  
 doll house  
 samples of various building material  
 trip to a mobile trailer court  
 trip to a lumber company  
 picture of furniture  
 movies and filmstrips applicable to each lesson  
 trip to a sleep shop  
 books on houses  
 seatwork  
 school janitor  
 build a play garage with model car  
 stories  
 games  
 songs

## VI. Vocabulary

house  
 rent  
 own  
 build  
 carpenter  
 lumber  
 cement  
 roof  
 windows  
 rooms  
 kitchen  
 dining room

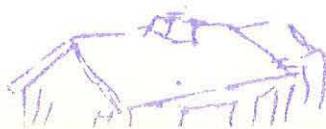
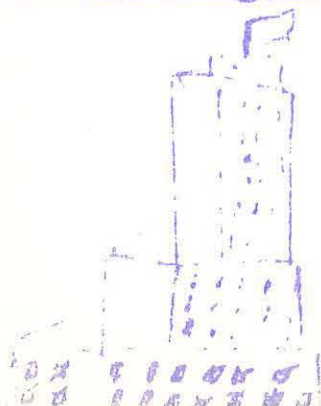
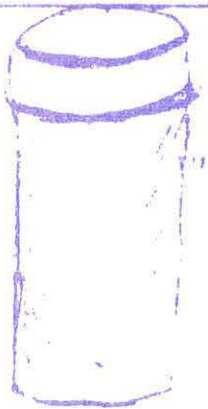
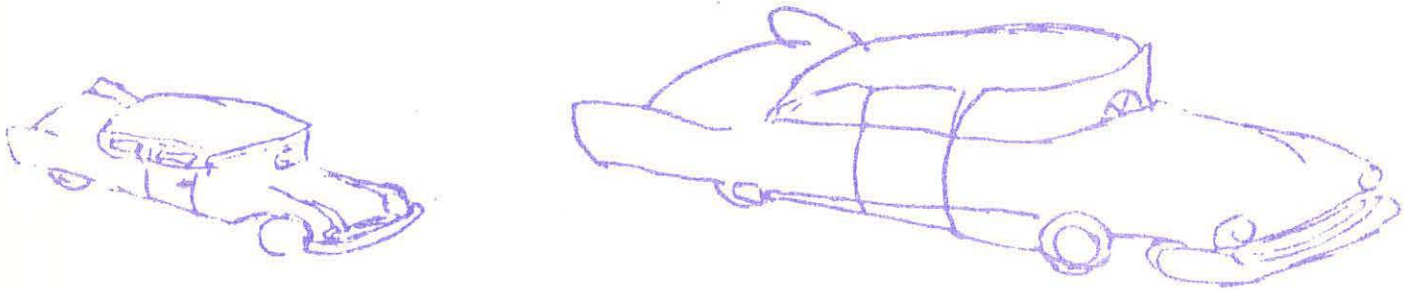
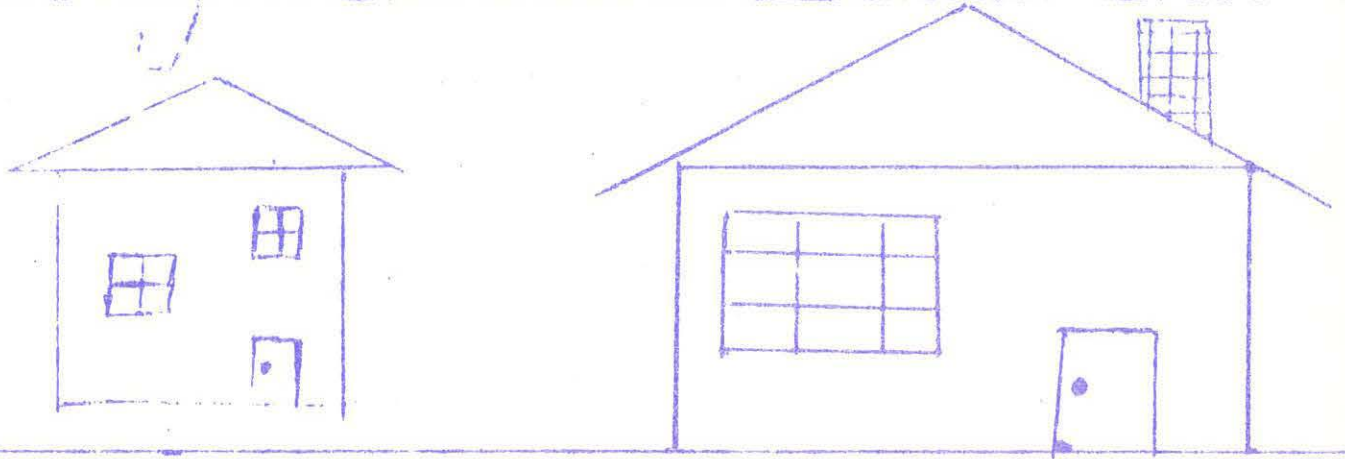
living room  
 electricity  
 telephone  
 television  
 bedroom  
 bed  
 bathroom  
 clean  
 basement  
 yard  
 play  
 games

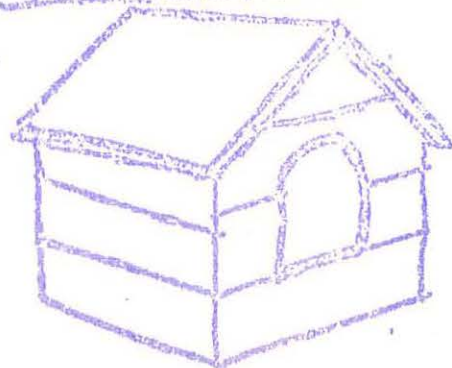
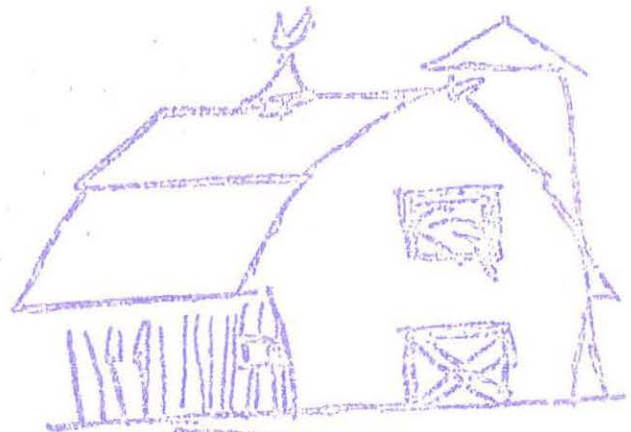
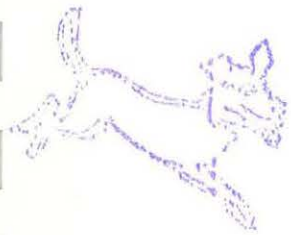
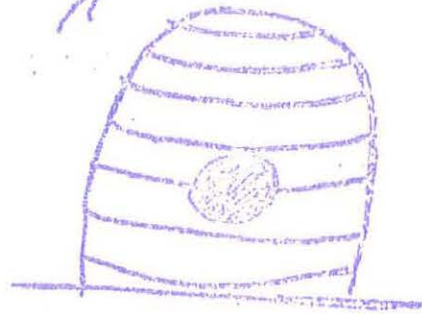
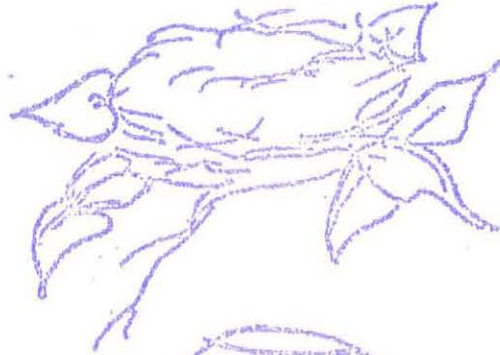
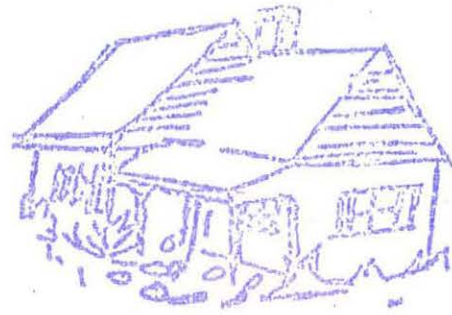
garage  
 car  
 address  
 family  
 home

Objectives	Activities	Resource Material	Experience Chart
1. Introduction to unit to understand child's own home.	a. discussion about child's own home. b. seatwork - animal houses 1a	1. <u>My Own Little House</u> 2. Finger play exercise 1b <u>My House</u> 3. filmstrip No. 1 <u>Why We Need Houses</u> 4. Story - <u>Everybody Has a House</u>	1. We all live in houses.
2. To explain the different types of houses in a community.	a. discussion about different types of houses. b. seatwork - big little 1c c. trip to mobile trailer court	1. pictures from books and magazines of different types of houses. 2. bulletin board - Types of Houses We Know	2. There are many different types of houses.
3. Explain how houses are obtained; various types of ownership.	a. discussion on owning, renting, selling a house.	1. dramatization on selling, buying, and renting property 2. riddles - 1d	3. Many people own their houses; other people rent their houses.
4. To develop an understanding of the different types of materials and work that goes into building a house.	a. reports from their own homes; samples of materials b. seatwork 2 details in a house	1. trip to a lumber yard - for materials, use samples 2. film 3 - <u>The New House; Where It Comes From</u> - use in preparation for trip 3. Song 2a - Johnny Works With One Hammer.	4. Houses are made from different materials. (Pictures and samples)



Big and Little





MY HOUSE

I'm going to build a little house;  
(put finger tips together to form roof)

With windows big and bright;  
(use index fingers and thumb to form windows)

With chimney tall and curling smoke  
(hold left hand high for chimney and trace  
curling smoke with right hand)

Drifting out of sight.  
(continue above)

In winter when the snowflakes fall,  
(raise hand high with fingers imitating fluttering  
snowflakes)

Or when I hear a storm;  
(cup hands to hear and listen)

I'll go into my little house  
(repeat first motions)

Where I'll be snug and warm  
(cross arms over chest and hug yourself)



The book My Own Little House would serve as a good introduction to this unit; from this the child could draw his own house and color pictures of houses. Discussion about the child's own houses could be started from the drawings he makes. This could transfer to the film-strip Why We Need Houses; to point out the necessity of houses as protective shelter. As a sub-unit topic the book Everybody Needs a House could be used to show animal housing with the use of worksheet 1b.

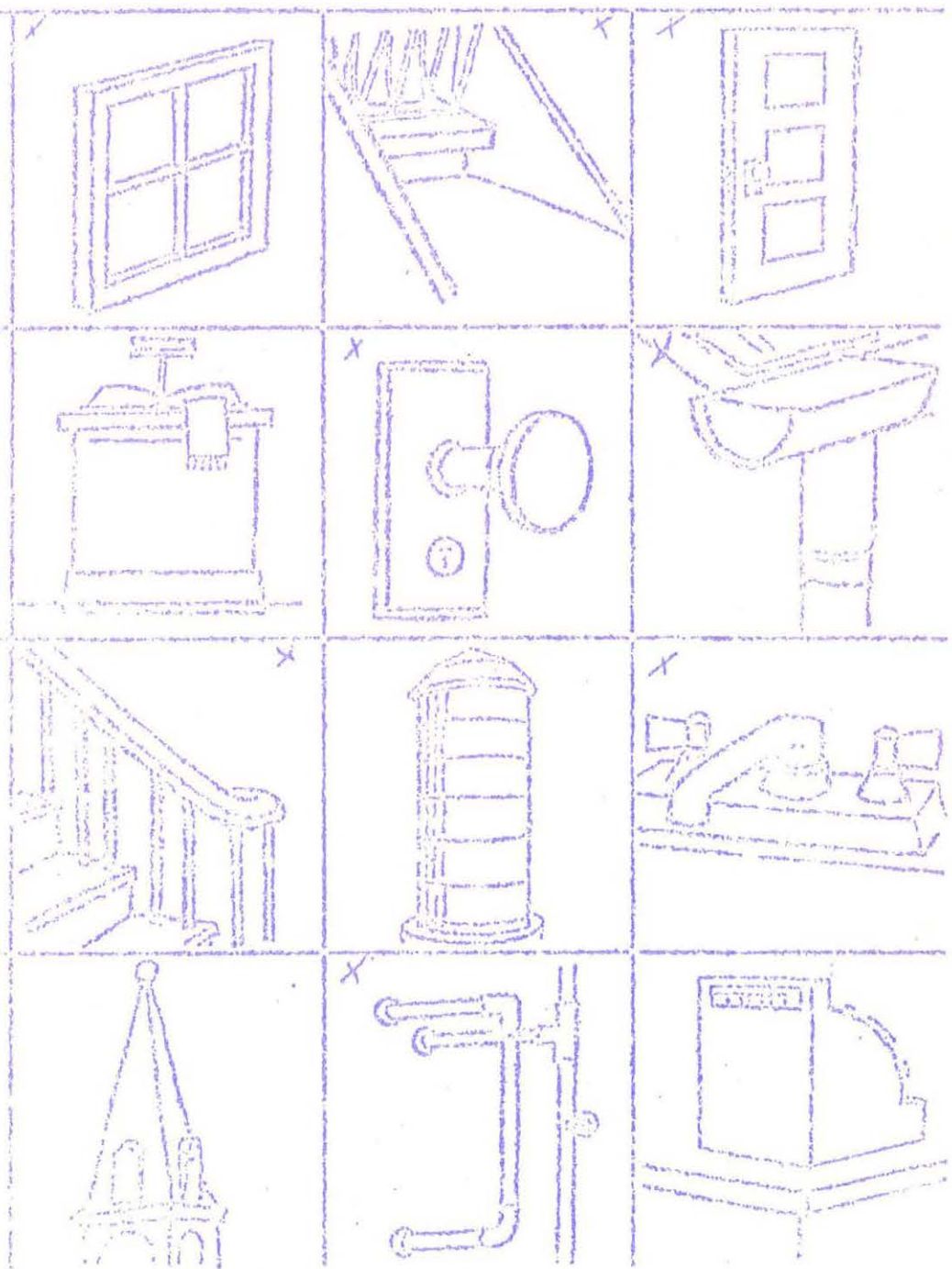
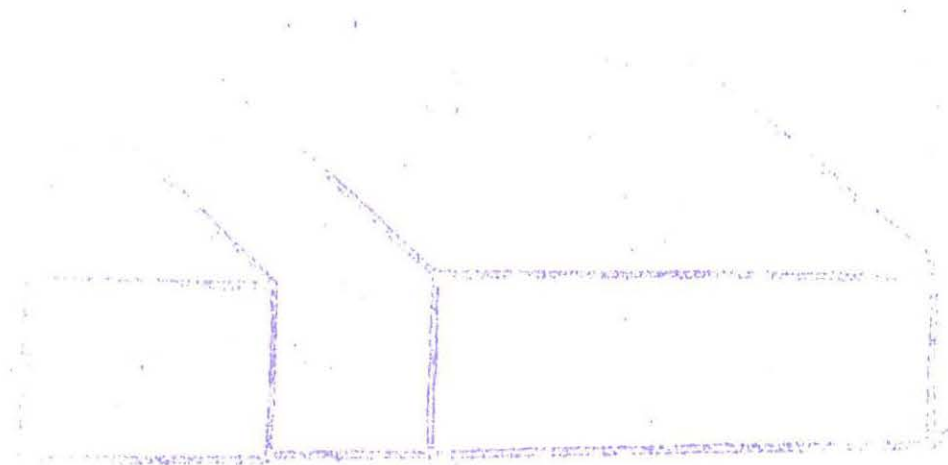
The second lesson would deal further into our own houses around the community discussing the different types of houses. The field trip to a mobile trailer court would be a different type of housing development that probably would be of interest to the majority of the class. A bulletin board about the types of houses; ranch, one family, duplex, apartment, and trailer could be used. The worksheet on big-little would be used to determine the concept of quantity to the child.

RIDDLES

1. If I do not own a house; I can buy or rent a house.
2. I want a house that is my very own: I will have to buy one.
3. I have a house that I do not want: I can sell the house.
4. I don't have enough money to buy a house today: so I can rent  
one right now.
5. I have a house: I do not live in it, and I want to have a lot of  
money right now, so I will sell my house and get my money right  
away.
6. I have a house that I don't live in, but I don't want to sell it:  
so I can rent the house and let another person live in my house.
7. I want a house that is brand new: I will build a house of my own.

This worksheet of the details of a house would serve as a preparatory to the trip to the lumber company to see the details of a house we often don't notice. At the lumber company the class would see the various building materials and where they come from, and perhaps be able to bring some samples back to class. The film would show how these materials are put together to make a complete house.





Verse one Johnny work with on hammer - pound right fist on knee

Verse two Johnny works with two hammers -- pound both fists on corresponding knees

Verse three--Johnny works with three hammers; tap right feet along with fists

Verse four--Johnny works with four hammers -tap both feet along with fists

Verse five--Johnny works with five hammers--etc.--then he goes to sleep--move head forward and backward along with other movements--then fold hands and rest head on them as if to go to sleep.

JOHNNY WORKS WITH ONE HAMMER



Objectives	Activities	Resource Material	Experience Chart
5. To name and count the different rooms in a house. (arithmetic)	a. count the rooms in a house and name them upstairs - downstairs b. work on placement of rooms in the doll house c. seatwork 3-3a, number concepts.	1. make doll house 3b & 3c	5. Each house has many different rooms.  We can count the number of rooms.
6. To understand the use of the kitchen. (health, food, arithmetic)	a. discuss contents, food, clean-up, cooking vocabulary. b. seatwork; 4,5,6,6a,6b	1. bulletin board 6c 2. make furniture for doll house 3. examples of measuring devices 4. cut-out pictures of various foods; breakfast, dinner, supper.	6. The kitchen is where mother prepares our meals.  We can help her by washing the dishes.
7. To understand the use of the dining room. (social skills, arithmetic)	a. cut out furniture for doll house. b. felt board c. film 4 -- <u>Are Manners Important</u> -use as carry over into living room -- also for manners.	1. doll house 2. felt board 3. film 4	7. The dining room is a special place where we eat our meals.



For these number worksheets, 3 and 3a, I am assuming the class has previous preparation with numbers, they are not intended as an introduction to number. In worksheet 3a the teacher would instruct the class to draw corresponding items such as balls in the appropriate blank squares. If the class has had no previous number preparation these worksheets would be too difficult. Counting the number of rooms in a house and setting the table for meals would be applications for the number concepts.

The worksheets 4, 5, 6, 6a, and 6b will be used for use with the lesson on the kitchen. Noticing the details in a kitchen would serve as an introduction, then simple concepts of measurements; such as, many, few, glass, cup, hot, cold could be an introduction to the cooking vocabulary.

3

5

7

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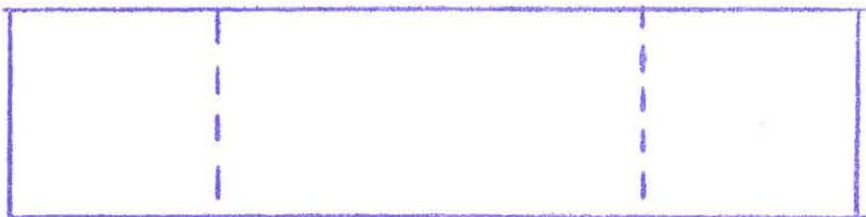
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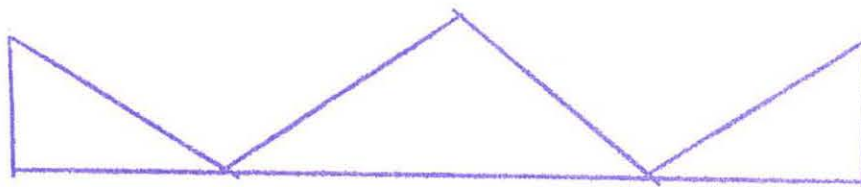
9

### THE DOLL HOUSE

This doll house is a major part of the unit for it ties in all of the ideas. It's construction is very simple and could be done by each student individually or by groups of two or three. It is made out of cardboard, folded into three sections.



The two sides would fold over and make the outside of the house; windows and doors can be drawn, colored, or painted on both sides. The roof is made by adding construction paper to the top.



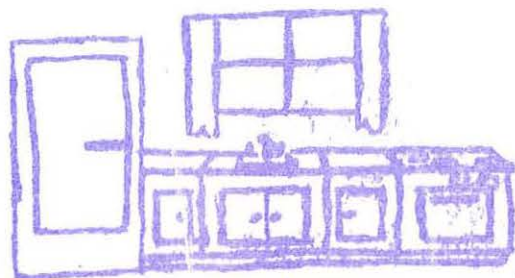
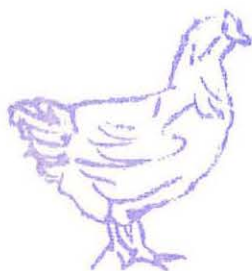
When these sides are opened this is the inside of the house; it can be divided to form a upstairs and a downstairs by adding steps. The child decides the placement of each room and with each addition of the rooms in the structure of the unit, furniture is cut out of magazines and old catalogues and pasted in the appropriate rooms.

Variations of the doll house can be done with backing the inside with felt and the backing of the furniture with felt, then the furniture can be moved around without falling off. This can be used as an activity or as a part of facilitating discussion.

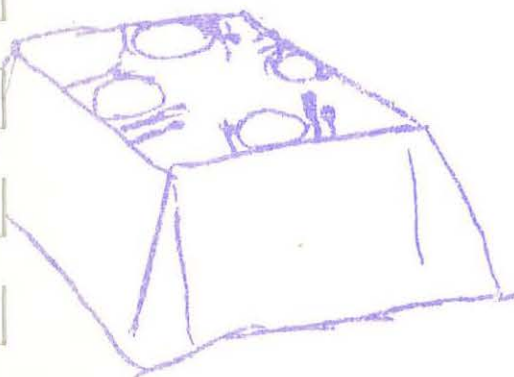
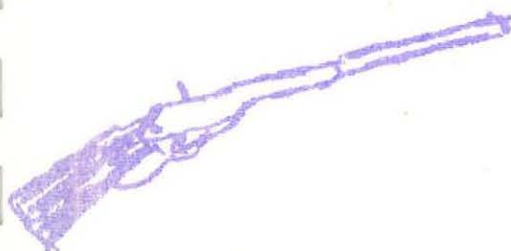
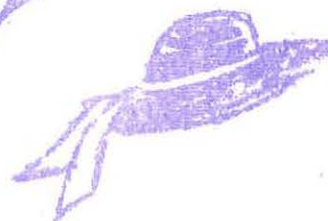
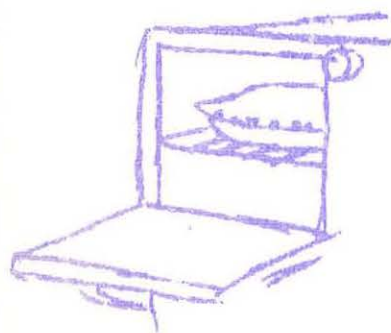
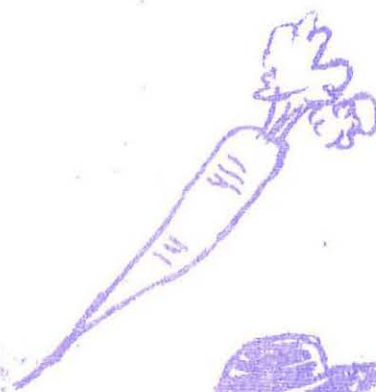


# WHAT BELONGS IN KITCHEN

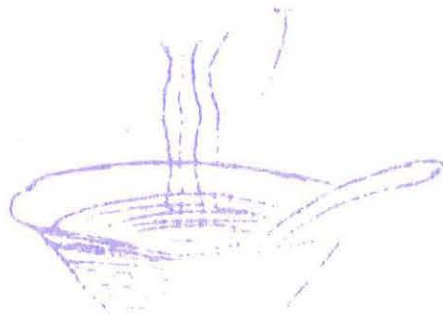
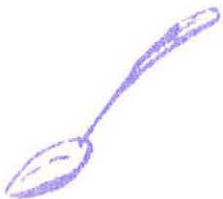
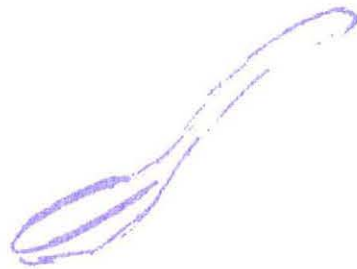
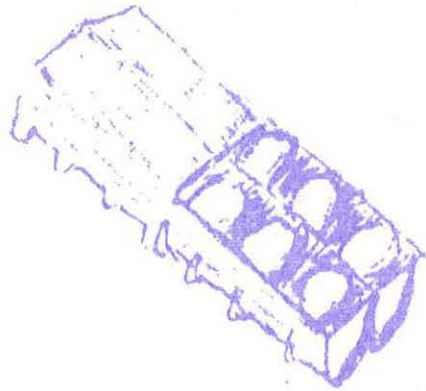
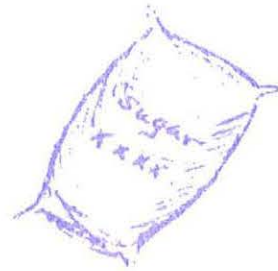
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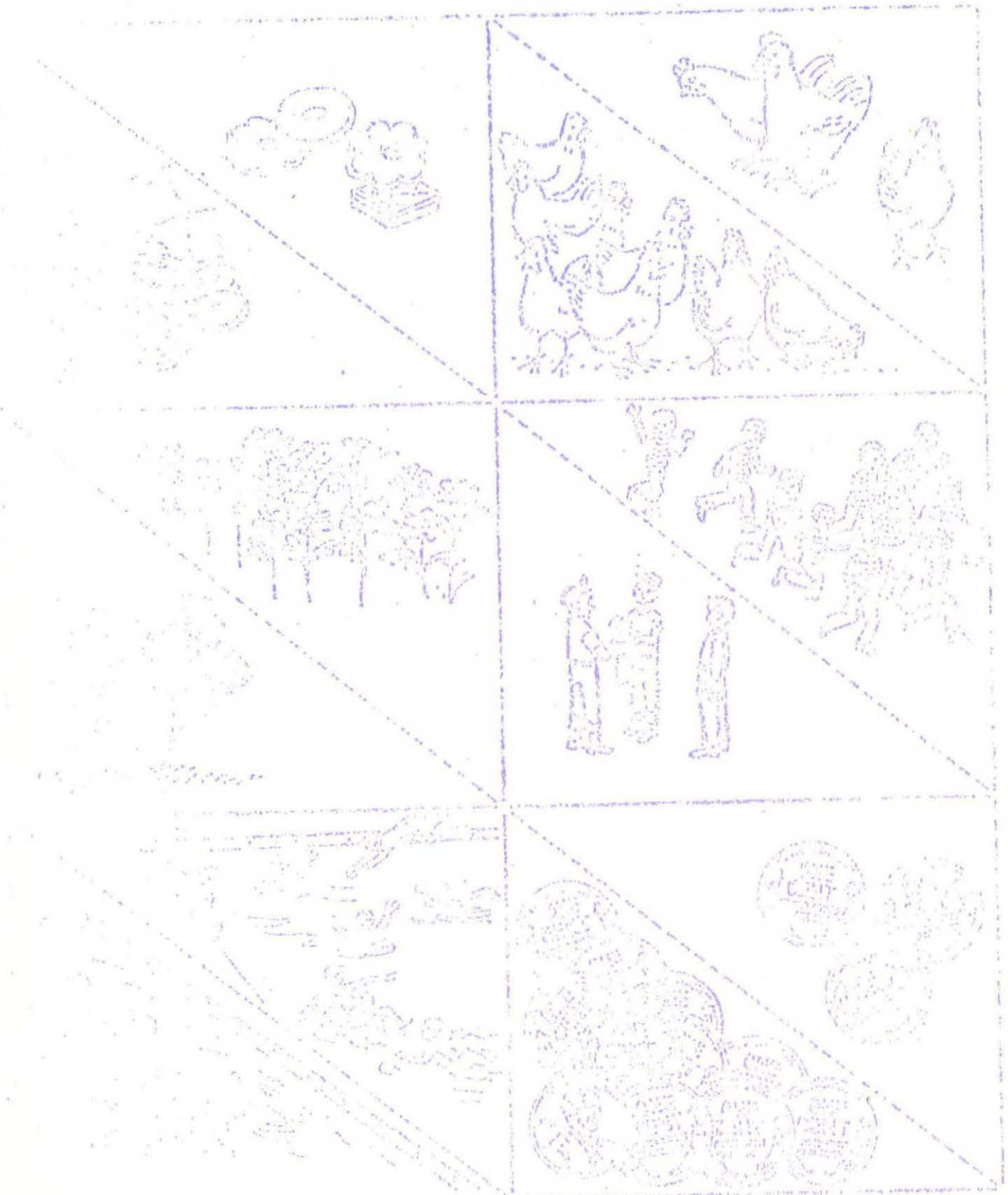


kitchen



# Match the Measurements <sup>19.</sup>









Mary



Mary



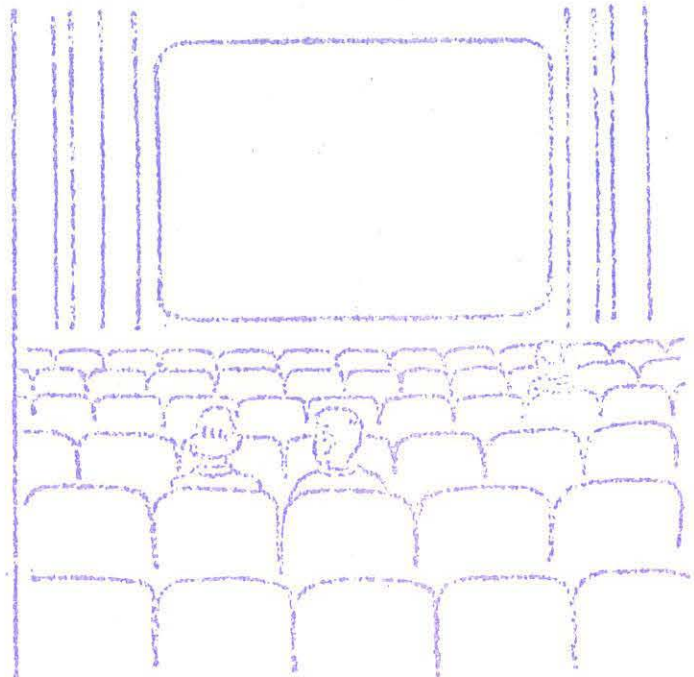
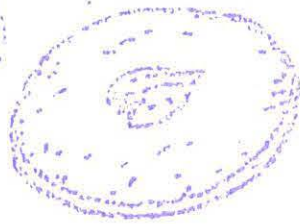
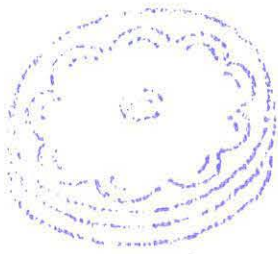
Mary



Mary

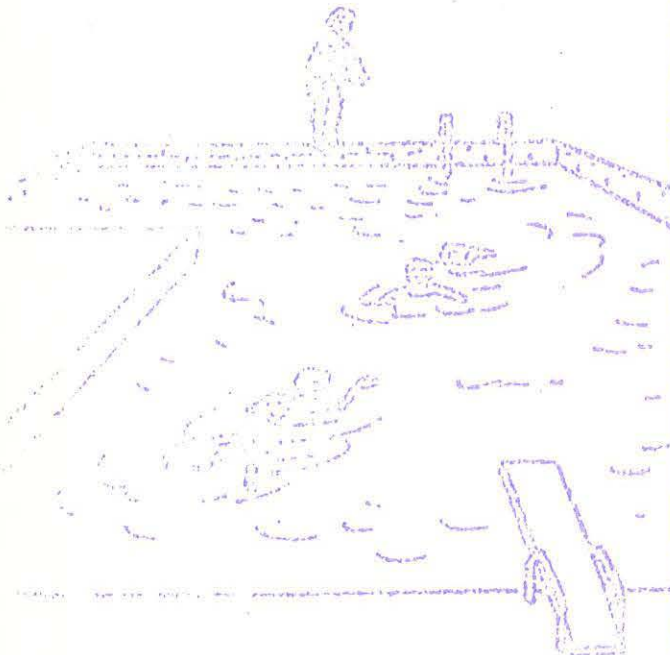
Few

22



Few

Few



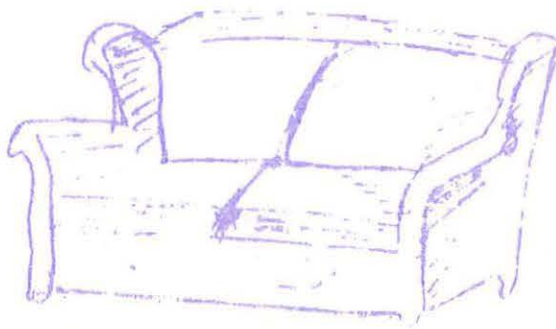
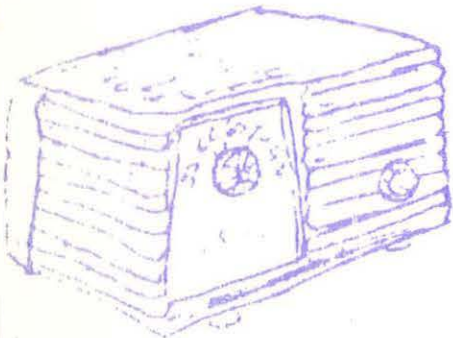
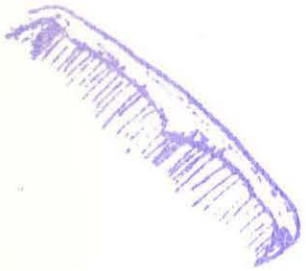
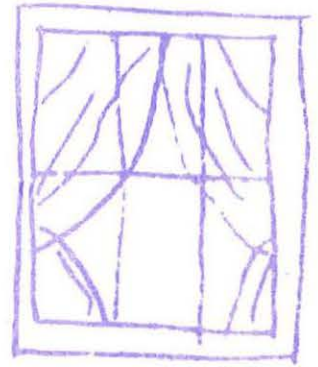
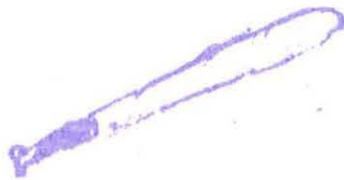
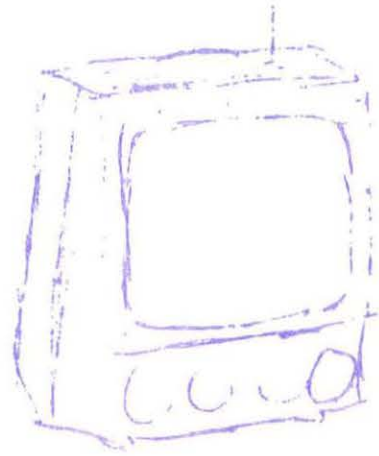
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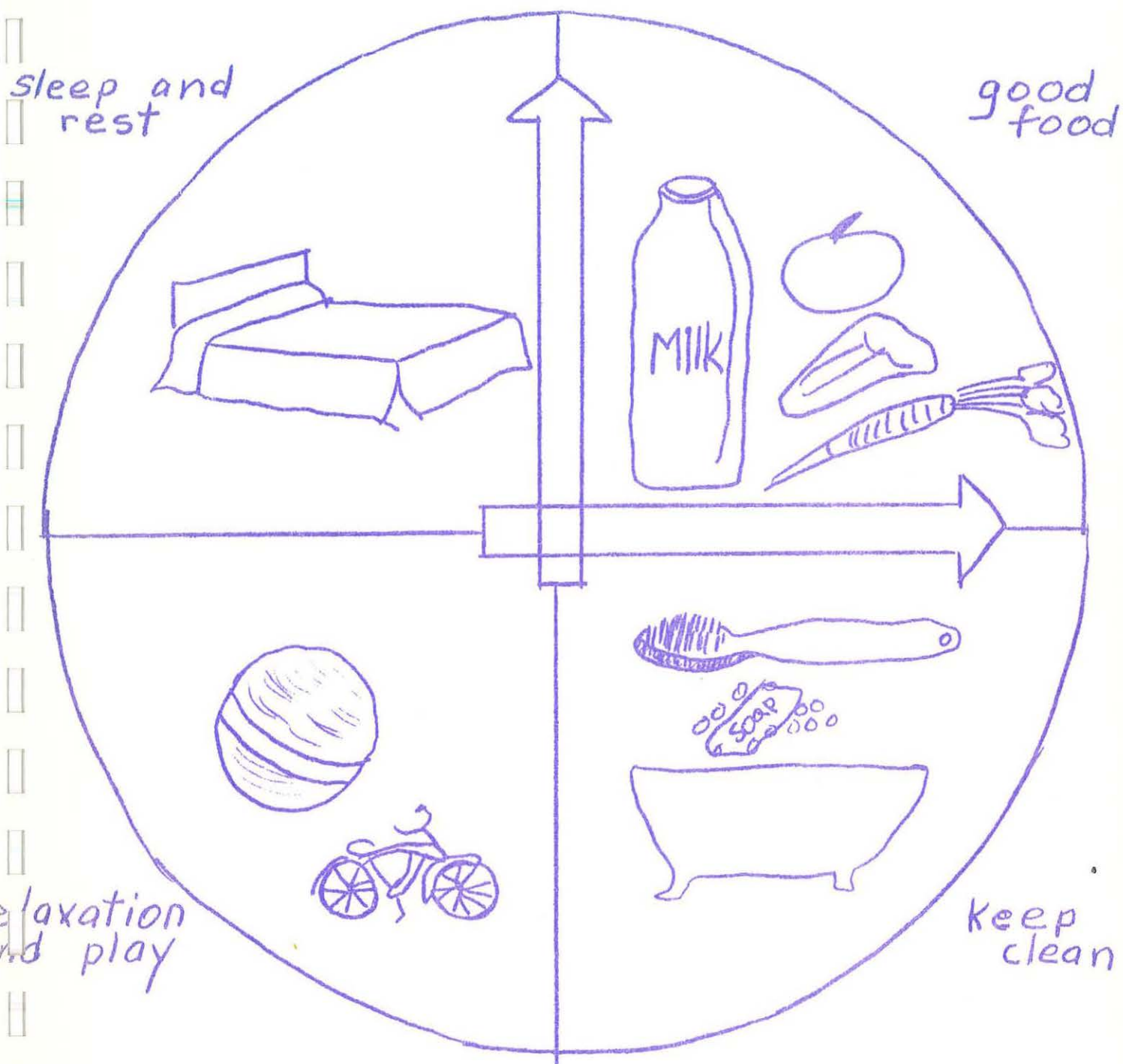
Objectives	Activities	Resource Material	Experience Chart
8. To understand the use of the living room. (social skills, safety)	a. cut-out pictures for doll house b. discuss: consideration for others; safety-electricity, rugs; telephone c. seatwork -- 7	1. doll house 2. have examples of cleaning materials 3. model telephone	8. The living room is where the family gathers at night.
9. To understand the use and care of the bedroom. (health)	a. cutout pictures for doll house. b. demonstrate how to make a bed - with each child helping. c. discuss care of clothes.	1. doll house 2. bulletin board on The Many Different Types of Beds 3. trip to furniture store or sleep shop	9. Sleep and rest are for the bedroom.
10. To understand the use of bathroom. (health, safety)	a. cut-out contents for doll house and discuss use b. health chart c. safety accident hazards	1. doll house 2. health chart 3. bulletin board - 10 4. film 5 - <u>How Billy Keeps Clean</u>	10. Cleanliness and health begins in the bathroom.



# What belongs in the

## Living Room





MY HEALTHY CLOCK

Objectives	Activities	Resource Material	Experience Chart
11. To teach concept of the basement. (safety)	a. discuss content b. cut-out pictures c. describe various uses	1. trip to school basement	11. The basement of a house has many different uses.
12. To develop a sense of pride and sense of responsibility toward care of outside yard and show the use of leisure time.	a. show proper care of yard in various season of the year. b. cut-out pictures of play-things c. play various outside games d. seatwork -11 yard and garden	1. school playground 2. school janitor 3. experiment with games 4. bulletin board 8 Appreciate Your Home, Be A Good Helper	12. We Play outside in our yard.
13. To show use of garage.	a. make garages out of shoe boxes b. discuss use of garage for tool center	1. shoe boxes 2. model cars 3. film 6 -- <u>Making Your Home Safe</u> 4. color picture of garage - 12	13. The garage is used to protect the car.



A trip to the school basement would show the many different uses of the basement; such as, play room, laundry room and furnace room.

To show how to use leisure time and how to care for a yard; various games could be played on the school playground. It could also be shown how the school grounds are cared for. The school janitor might come and talk to the group and show the tools he uses for this job throughout the year; this would then have to carry over to the child's own yard at his home.

## Objectives

## Activities

## Resource Material

## Experience Chart

14. To understand placement of house in a community.

- a. write each child's address
- b. discuss streets and numbers
- c. seatwork; 13 - Find Your House With Numbers

- 1. game 13a - Round the Village
- 2. city maps

14. Each house has an address in a town.

15. To develop an understanding of the total concept of a house as a home.

- a. use doll house completed as a source of review
- b. add family to doll house--cut-out people

- 1. doll house
- 2. story - Homes Around The World  
pp 9-23 - What Is a Home?

15. A house is where a family lives.

The child must have a simple understanding of the placement of a house in a community. Addresses, house numbers, and rural routes must be explained; the use of simple area maps made by the teacher would facilitate this. Worksheet 13 is meant only as a game with numbers; the first one to reach the house with the correct matching of the tokens below and on the path wins the game.

An outside or inside game Round the Village would show the child about the community and how it pertains to each house in the community. The word London could be substituted with the name of the community; such as, Iowa City.

13a

#### ROUND THE VILLAGE

Go round the village as we have done before (3 times)

Go in and out the windows as we have done before (3 times)

Now stand and face your partner and bow before you go (3 times)

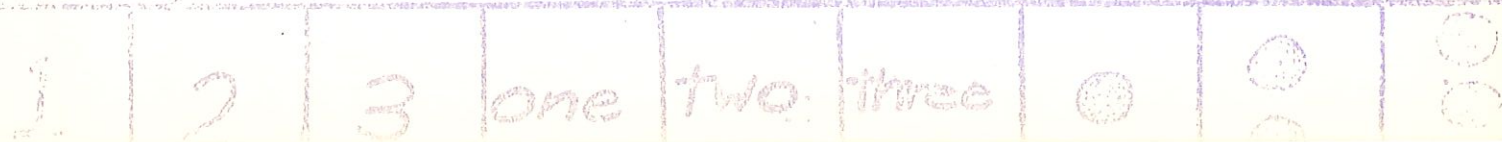
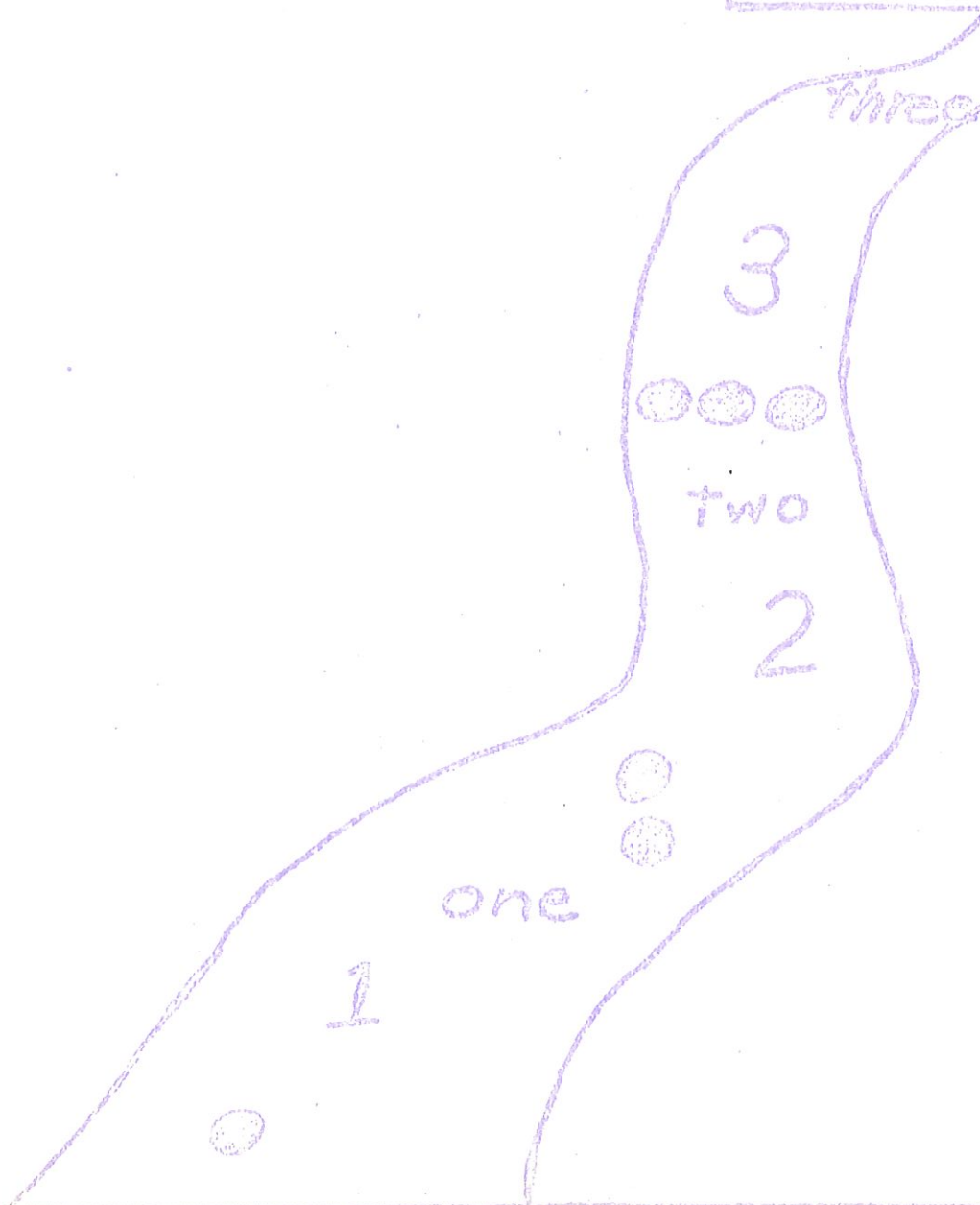
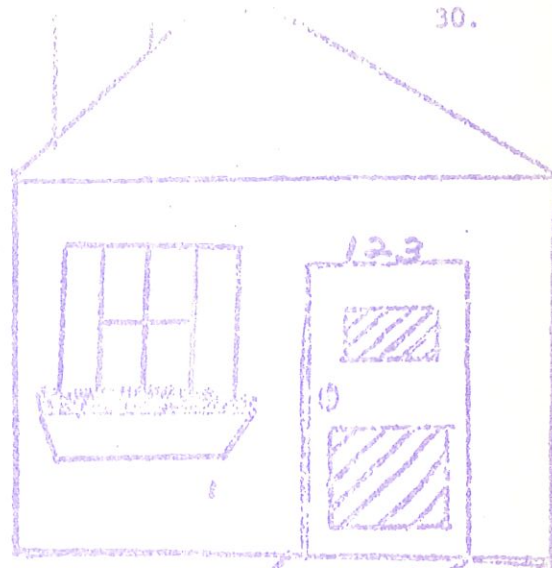
Now follow me to London as we have done before (3 times)

Now shake his hand and leave him and bow before you go (3 times)

Form two circles opposite each other. The outside circle going around the inside circle and the inside circle making windows by raising their hands; each child's partner would be one opposite him in another circle. Continue with the actions in the song repeating each line three times.



Find Your  
House with  
numbers



With the completed doll house, the class is ready to understand the meaning of a house as a home. Pages 9-23 of Homes Around the World gives this definition in good, easy terms. After reviewing the house and the rooms in it, the class could cut out people from magazines, etc. to represent their own family and then put them in their own doll house and make it their home.

## FILMS AND FILMSTRIPS

1. Why We Need Houses, EBF56, 49 fr., si, ETV, k-3, c, \$6.  
After spending day and night in a tent, the boy in the filmstrip realizes the necessity of homes for comfortable living.
2. Parts of Houses, EBF56, 49fr, si, ETV, k-3, c, \$6.  
Specific purposes of specific rooms in houses. How children can cooperate in maintaining home, making it a happier place to live.
3. The New House; Where It Comes From, U-4285  
Johnny watches the building of a new house next door and sees the many kinds of materials and the many different jobs which go into construction. We learn where such materials as concrete, lumber, bricks, glass, and pipes come from, and see the carpenters, bricklayers, galziers, painters, plumbers, and electricians, at work. By the time the house is completed, Johnny has learned that many people have to work together to build the houses in which we live.
4. Are Manners Important? U-3811, 11 min., sd., P-I, \$1.65.  
Shows that good manners, enable people to live together in a pleasant, enjoyable way. Presents several episodes in the day of a young boy who clings to his belief that "kids don't need manners".
5. How Billy Keeps Clean, Corf-51, 16mm, sd, 11 min., c, \$120, bw, \$60  
Billy plays hard to keep clean and healthy. How to wash hands, face neck, ears, and entire body. When to wash, how keeping clean makes a person better liked and healthier.
6. Making Your Home Safe, MCHT, 16mm. sd, 11 min, k-3, bw \$60.  
Two young children, their parents go through daily routine in which good, bad practices are highlighted and discussed.



## RESOURCE BOOKS

1. Beneson, Lawrence A., How A House Is Built, Criterion Books, 1964.
2. Carter, Katherine, The True Book of Houses, Children's Press, 1957, pp. 26-27, 34-35.
3. Case, Bernard, The Story of Houses, Sterling Publishing Company, 1957, pp. 15-21, 29, 39, 43-47.
4. Dreyer, Jennings, Urall, Weinberg, Big City Homes, Follett Publishing Company, 1954.
5. Hoag, Edwin, American Houses, J. B. Lippincott Co., 1964, pp. 107-116, 139-140.
6. Jackson, Kathryn, Homes Around The World, Silver Burdett Co., 1957, pp. 9-23, 45-56, 31-43.
7. Kaune, Merriman B., My Own Little House, Follett Publishing Company, 1957.
8. Green, Mary, Everybody Has a House, Young Scott Book, 1961.
9. Woodward, Hildegard, The House On Grandfather's Hill, Charles Scribner's Sons, 1961.



**Life Experience Unit**

**Health Habits**

**Ages 6-10**

**Prepared by:**

**Diane DeWoskin**



## I. Health Habits

A healthy person is "in the state of complete physical, mental and social well-being." World Health Organization

A sound knowledge of general health habits is essential for acceptance as an independent, social member of society. Since an educable mentally retarded child must be taught the important social competencies that are otherwise learned incidentally by normal children, a unit on health is very important to their optimal adjustment.

### Specific Objectives of Sub-Units

#### 1. Cleanliness

- a. To learn proper dental care
- b. To learn care of eyes and ears
- c. To learn the importance of being clean
- d. To learn care of feet
- e. To learn good toilet habits
- f. To teach care of possessions and surroundings
- g. To teach care of clothing
- h. To learn care of body and hands

#### 2. Good Grooming

- a. To learn about body odor
- b. To learn grooming of hair and nails
- c. To learn about bad breath
- d. To learn about proper dress

#### 3. Clothes

- a. To learn proper care of clothing
- b. To understand need to change clothes
- c. To learn behavior in retail clothing store
- d. To learn about materials and measurement
- e. To learn appropriate clothing for occasions
- f. To teach appropriate clothing for seasonal and weather changes

#### 4. Weather

- a. To learn proper dress
- b. To know safety precautions for freak weather occurrences
- c. To learn how to make simple predictions
- d. To learn to read a thermometer
- e. To understand the importance of sun and rain
- f. To learn about seasonal changes

#### 5. Colds and Diseases

- a. To understand temperature and to read the thermometer
- b. To understand how colds are caught
- c. To understand how to get well
- d. To learn who to see when we are sick
- e. To understand need for periodic examinations
- f. To understand causes and control of diseases
- g. To learn animals and insects that carry diseases
- h. To learn about germs and how they enter the body
- i. To understand how colds are spread

## II. Sub-Units

1. Cleanliness
2. Good Grooming
3. Clothes
4. Weather
5. Colds and Diseases
6. Working and Playing With Others
7. Family Life
8. Growth
9. Foods
10. Physical Fitness
11. Rest, Relaxation and Sleep
12. Mental Health
13. Safety
14. First Aid

## III. General Objectives

1. To learn desirable attitudes toward healthful living
2. To learn personal cleanliness and good grooming
3. To learn about proper foods and meal planning
4. To learn safety rules and elementary first aid
5. To learn about good mental health



6. Working and Playing With Others
  - a. To learn group health rules
  - b. To become aware of safety hazards
  - c. To learn safe conduct in group activities
  - d. To develop good traits getting along with others
  - e. To understand how play helps us
7. Family Life
  - a. To learn to live and share with others
  - b. To develop sense of responsibility
  - c. To respect others
  - d. To gain understanding of home and family unit
8. Growth
  - a. To discover differences in growth and body build
  - b. To understand need for healthy body
  - c. To learn body needs
  - d. To learn foods for growth
9. Foods
  - a. To learn basic food for health
  - b. To teach care of foods
  - c. To teach sources of foods
  - d. To learn kitchen safety
  - e. To learn how to wash dishes
  - f. To learn table manners
  - g. To learn about supermarket
  - h. To learn importance of having a good breakfast
10. Physical Fitness
  - a. To understand how our body uses foods
  - b. To learn about exercise and beneficial activities
  - c. To learn good posture
  - d. To understand need for fresh air and sun
  - e. To understand need for rest
11. Rest, Relaxation and Sleep
  - a. To understand how it feels to be tired
  - b. To learn ways to rest
  - c. To understand need for fresh air
  - d. To learn about proper bed clothes
  - e. To understand need for rest and sleep
12. Mental Health
  - a. To understand that good health habits make you happy
  - b. To understand that happiness is contagious
  - c. To learn to work cooperatively in a group
  - d. To discuss qualities of good friends
  - e. To understand prejudice
  - f. To learn to accept criticism
  - g. To develop responsibility for doing the best work
  - h. To develop the idea that to be busy is to be happy
  - i. To develop creative ideas to "let off steam"
  - j. To understand that when you feel good you act better

13. Safety

- a. To develop alert responses to safety hazards
- b. To learn about safety with strangers
- c. To learn weather safety
- d. To learn safety at home
- e. To teach fire safety rules
- f. To learn about school safety
- g. To learn about bicycle safety
- h. To understand safe handling of animals
- i. To learn water safety rules
- j. To learn about poisonous plants
- k. To learn about traffic safety
- l. To learn about bus safety
- m. To learn about automobile safety
- n. To learn simple first aid

14. First Aid

- a. To learn what to do about small cuts and scratches
- b. To learn what to do about broken bones and fractures
- c. To learn what to do about a nosebleed
- d. To learn what to do about poisonous plants
- e. To learn what to do about animal bites
- f. To learn what to do in case of an emergency

#### IV. Core Areas

##### A. Arithmetic Concepts

1. To become acquainted with the days of the week for meal planning and appointments with the doctor and dentist.
2. To become acquainted with the seasons and the weather
3. To learn basic measurement of materials and body
4. To become familiar with a clock and the concept of time
5. To learn about food and numbers
6. To learn about height, weight and body growth
7. To become acquainted with the thermometer for weather and body
8. To teach simple money concepts

##### B. Social Competencies

1. To learn about personal hygiene
2. To learn proper food care
3. To develop good behavior in stores
4. To learn proper care of clothes
5. To learn proper way to wash dishes
6. To learn simple first aid
7. To develop good mental attitude
8. To develop working and playing together skills
9. To learn your role in the family

##### C. Communication Skills

1. To learn to communicate with salespeople in stores
2. To learn emergency telephone procedure
3. To learn how to use the telephone and the telephone book

##### D. Health

1. To learn cleanliness and good grooming
2. To learn how to deal with weather changes
3. To learn about colds and diseases
4. To learn about growth
5. To learn about proper foods
6. To learn about physical fitness
7. To learn about rest, relaxation and sleep
8. To learn about mental health

##### E. Safety

1. To learn simple first aid
2. To learn safety at home
3. To learn traffic safety rules
4. To learn safe handling of animals
5. To learn safety at school
6. To learn safety with strangers
7. To develop alert responses to safety hazards
8. To learn about weather safety



## V. Resource Material

Blackboards  
Books  
Bulletin Boards  
Films  
Film strips  
Free materials from companies  
Magazines  
Mobile  
Model  
Newspapers  
Opaque Projector  
Posters  
Resource Visitors  
Television Quiz Box  
Trips  
Worksheet

Aprons  
Cloth, buttons, snaps, hook and eye, zippers, etc.  
Class pets  
Finger paints  
Games  
Ingredients for vegetable soup  
Dishes, pots, napkins, silverware  
Iron  
Magnifying glass  
Map  
Materials for coloring, etc.  
Materials for experiments  
Records and record player  
Small truck and blocks  
Tape measures  
Telephone books  
Thermometers

## VI. Vocabulary

Some words will be learned; some will be just to acquaint the children with the word. There will be a constant review of the important words as the unit progresses. They will become familiar with most of the words but only a few will be learned as an integral part of their vocabulary.

### Listing according to concepts:

A. Cleanliness	mend	odor*
1. Brush	neat*	3. manners
comb	wash*	talk
germ	8. body	walk*
nail file	dirt*	4. church
toothbrush	eat	dress
sick	hands*	fall
2. bed	mouth*	feet*
decay	soap	inches
dentist	toilet*	play
dirt	B. Good Grooming	school
face	1. clean*	season
meal	body*	spring
mouth	odor	summer
teeth	small	winter
toothbrush*	2. brush*	D. Weather
3. ears	comb*	1. cold
eyes	hair	hot
light	nails*	rain
read	wash*	snow
sun	3. brush*	2. safety
4. feet	decay*	3. clouds
posture	eat*	4. temperature
shoes	germs*	thermometer
sit	odor*	5. rain*
stand	4. button	sun*
toe nails*	clothes*	6. fall*
walk	fit	season*
5. bathroom	snaps	sprint*
hands	zipper	summer*
lavatory	C. Clothes	winter*
restroom	1. apron	E. Colds and Diseases
toilet	clothes*	1. temperature*
wash	iron*	thermometer*
6. clean*	mend*	2. cold*
neat	wash*	clean*
7. clean*	2. body*	clothes*
clothes	dirt*	cough
iron	germ*	food

- hot\*
- sleep
- sneeze
- wet
- 3. rest
- warm
- 4. doctor
- number
- telephone
- 5. examination
- 6. ~~exam\*~~
- drugs
- good\*
- milk
- tests
- water
- 7. animal
- fly
- insects
- rabies
- 8. dirt\*
- ears\*
- eyes\*
- germs\*
- nose
- skin
- 9. animals\*
- insects\*
- food\*
- F. Working and Playing with Others
- 1. food\*
- handkerchief
- mouth\*
- nose\*
- sick\*
- tissue
- 2. hot\*
- safety\*
- 3. groups
- push
- 4. fair
- honest
- play
- truth
- 5. fresh air
- friends
- sleep\*
- sun\*

- G. Family Life
- 1. share
- 2. brother\*
- live
- neighbors
- shakers\*
- sisters
- 3. respect
- 4. brother\*
- father
- mother
- sister\*
- H. Growth
- 1. body\*
- grow
- sex
- 2. body\*
- 3. body\*
- food
- fresh air\*
- exercise
- rest
- sun\*
- 4. bread
- cereal
- fish
- food\*
- fruits
- dairy
- grow\*
- meats
- milk
- poultry
- vegetables
- I. Foods
- 1. bread\*
- cereal\*
- dairy\*
- fish\*
- food\*
- fruits\*
- meats\*
- milk\*
- poultry\*
- vegetables\*
- water
- 2. cook
- wash\*

- 3. butter
- animals\*
- dairy\*
- plants
- 4. hot\*
- kitchen\*
- safety\*
- 5. chew
- eat\*
- feet\*
- manners\*
- napkin
- set\*
- table
- 6. dishes
- pots
- silverware
- soap\*
- wash\*
- 7. manners\*
- money\*
- store
- J. Physical Fitness
- 1. body\*
- food\*
- 2. bicycle
- exercise
- swim
- 3. posture\*
- sit\*
- stand\*
- walk\*
- 4. fresh air\*
- sun\*
- 5. grow\*
- rest\*
- K. Rest, Relaxation and Sleep
- 1. tired
- 2. bath\*
- hobby\*
- music\*
- naps\*
- rest\*
- sleep\*
- 3. fresh air\*
- 4. bed\*
- clothes\*
- 5. body\*



grow\*  
rest\*  
sleep\*  
work  
play  
1. Mental Health  
1. clean\*  
good\*  
habits\*  
health\*  
2. happy  
3. group  
respect\*  
work\*  
5. safety\*  
friend\*  
fun  
good\*  
honest\*  
happy\*  
kind  
5. dislike  
like  
6. good\*  
work\*  
7. jobs  
work\*  
8. happy\*  
hobby\*  
play\*  
work\*  
9. hobby\*  
music\*  
play\*  
10. happy\*  
M. Safety  
1. safety\*  
2. ride  
stranger  
talk\*  
3. ice  
rain\*  
snow\*  
weather\*  
4. bathroom\*  
cold\*  
home  
hot\*  
kitchen\*

safety\*  
tub  
5. fire  
matches  
paper  
6. class  
feet\*  
hands\*  
balls  
lunchroom  
manners\*  
neat\*  
playground  
push\*  
safety\*  
share\*  
school  
stairs  
table\*  
walk\*  
7. bicycle\*  
cars  
go  
light\*  
ride\*  
rules  
safety\*  
stop  
traffic  
wait  
8. animals\*  
9. boat  
eat\*  
manners\*  
safety\*  
swim\*  
walk\*  
water\*  
10. plants\*  
11. cars\*  
go\*  
light\*  
safety\*  
stop\*  
traffic\*  
wait\*  
water\*  
12. bus  
go\*  
push\*  
safety\*

stop\*  
wait\*  
13. car\*  
curb  
safety\*  
sit\*  
14. bleed  
blood  
clean\*  
first aid  
N. First Aid  
1. air\*  
cut  
scratch.  
small  
soap\*  
wash\*  
water\*  
2. body\*  
bone  
doctor\*  
3. cold\*  
bleed\*  
blood\*  
nose\*  
sit\*  
4. doctor\*  
plants\*  
wash\*  
5. animal\*  
bleed\*  
doctor\*  
soap\*  
wash\*  
6. doctor\*  
emergency  
number\*  
telephone\*

More basic vocabulary list  
Repeated words

arms  
air  
animal  
bicycle  
body  
bread  
brother  
brush  
bus  
car  
clean  
cold  
dairy  
dentist  
doctor  
ears  
eat  
eyes  
face  
fall  
father  
feet  
food  
fruit  
go  
good  
grow  
habit  
hair  
happy  
health

hot  
job  
legs  
light  
manner  
meat  
mild  
money  
mother  
mouth  
nails  
nose  
number  
plant  
play  
rain  
rest  
safety  
shoes  
sister  
sit  
sleep  
snow  
soap  
spring  
stand  
stop  
summer  
sun  
table  
talk

teeth  
telephone  
vegetable  
walk  
wait  
wash  
water  
weather  
winter  
work

## Objectives

### 1. Cleanliness

1. To learn the importance of keeping clean.

## Activities

Start the unit with a film, Alexander Learns Good Health.

Bulletin board of four brushes to keep us clean; tooth, nail, hair, clothes.

Television quiz box on cleanliness.

Conduct a salt experiment to show the existence of germs on the hands. After washing hands with soap, place salt on them and try to rub it off so none is visible. Taste the salt that remains on your hands to show that something invisible still remains. Wash hands again and then taste to see that soap removes it.

2. To learn proper dental care.

Demonstrate proper way to brush teeth.

Poem:

"We brush the teeth as they  
grow  
Down from the top and  
Up from below.  
Your teeth look swell  
When you brush them well."

Have children prepare a daily brushing chart to be brought home and put up in the bathroom.

## Resource Materials

Film:  
Alexander Learns Good Health  
U-4745 P

Bulletin board with brushes

Mobile with cleanliness articles: toothbrush, comb, wash cloth, nail file, etc.

Television quiz box (A)

Salt for experiment.  
Also soap, water and towel

## Experience Chart

Germs that make us sick cannot be seen. Keeping clean is important so we can look nice and stay healthy.

We take good care of our teeth. We see the dentist regularly and brush our teeth daily.



Song: (Mulberry Bush)  
"This is the way we brush  
our teeth...  
Right after eating food.  
When we wake up in the  
morning.  
Before we go to bed."

Film:  
About Faces

Experiment: take two  
apples, peel part of  
one. Compare the decay  
of the apple with the  
skin broken to the one  
still intact.

Discuss

Show pictures of a d.  
dentist appointment on  
the opaque projector.

Dramatise a visit to the  
dentist.

Have a dentist come to talk on  
on care of teeth.

Demonstrate proper way  
to remove things from eye.

Play "Pin the tail on the  
donkey"

Discuss the importance of  
vision

Discuss the poster, "While  
reading..."

Film:  
About Faces, 1-3871, E

Two apples for experiment

Opaque projector  
Your Wonderful Teeth,  
C. Warren Schloot Jr.

Resource visitor

"Pin the tail on the  
donkey" game.

Poster, "While reading..."  
(B)

3. To learn care of  
eyes and ears.

"Never put anything in the  
ear smaller than your elbow."  
Have the children try to put  
their elbow in their ear.  
Discuss.

4. To learn care of  
feet.

Bulletin board of feet and shoes.

Pictures of shoes and feet

Feet are important.  
We must keep them  
clean and dry.  
We must wear the  
right shoes.

Fit of the shoe:  
Have the children trace their own  
feet and then trace their own  
shoes. Compare.

Tracing paper and pencil

Put a straight line on the  
floor. Have the children their  
traced shoes parallel to the  
line and walk on them. Discuss  
proper way to walk.

Discuss foot care.

5. To learn good  
toilet habits.

Discuss when to go to the  
bathroom.

We should wash our  
hands and flush the  
toilet after using  
the restroom.

Write on the black board  
different words that mean  
the same thing as toilet.

Blackboard

Go to the washroom with  
them and talk about the  
proper way to wash hands  
and flush the toilet.

Trip to the school  
washroom.

6. To learn care  
for possessions and  
surroundings.

Bulletin board comparing  
messy and clean, neat rooms.  
Discuss.

Pictures of rooms that  
are messy and neat.

We should take care  
of our possessions.  
We should keep our  
rooms neat.

7. To learn care of clothes.

Have each child decorate shoe boxes with their names on it to keep their small things in.

Shoe boxes, crayons, ribbons, paper, etc.

Keep a boys and a girls scrapbook of neat and clean clothes.

Two scrapbooks. Children bring their own pictures.

Clean clothes make us look nice and keep us healthy.

Demonstrate how to hang and fold things up.

Clothes be hang on hangers and to fold.

We must keep our clothes neat by hanging them up or folding them neatly.

8. To learn care of body and hands.

Demonstrate proper hand washing; palms, backs, fingers, with soap, dry with towel.

Soap, water and cloth or paper towels.

We must keep our hands and body clean to stay healthy.

Song: (Mulberry Bush)  
"This is the way we wash  
our hands...  
Before eating food.  
After using the washroom.  
When they get dirty."

Display clean gloves in the class for a day. Have some volunteers wear some of them all day. Leave one clean pair on display. At the end of the day compare the gloves and discuss.

Many pairs of clean white cotton gloves

Discuss why we should keep our hands out of our mouth.



## B. Good Grooming

1. To learn about body odor.

Discuss connection between dirt, germs and odor.

Demonstrate hidden dirt with alcohol and cotton. Have children wash hands then rub hands with cotton and alcohol.

Alcohol and cotton.

A big part of looking nice is keeping neat and clean.

2. To learn about care of hair and nails.

Have an inspection for clean, well-trimmed nails. Discuss.

Have a mirror so children can groom hair with a comb or brush.

Mirror

3. To learn about bad breath.

Smell onions, garlic etc,

Onions, garlic etc.

Review rules for brushing teeth.

4. To learn about proper dress.

Look back to the scrapbook made by the children. Discuss the importance of clothes and their fit.

Have examples of buttons, snaps, ties, buckles and zippers etc. Buttons, snaps, ties, buckles, and zippers etc.

(D)

We must dress properly so we can look nice and be comfortable.

Can we manage our clothes?

## C. Clothes

1. To learn proper care of clothes.

Have children wear an apron to prevent soiling.

Aprons

Our clothes should be washed, ironed and mended all the time.

Have materials for the children to wash and iron (E)

Show them how to mend

Experiment: Have children wet two pieces of cloth, placing one in a dark warm place and the other in sunshine and air for a week. See how mold and bacteria grow. Discuss.

Discuss proper behavior.

Dramatize a shopping trip to the store.

Worksheet on simple money concepts. (C)

Touching Box - examine different materials from the box with a magnifying glass. (F)

Discuss which materials are best for different seasons and occasions. Why?

Measure different pieces of materials from the box.

Measure body measurements.

Bulletin Board: Clothes for play, school and dress. Discuss

Materials, soap and water  
Iron

Needle and thread

Two pieces of cloth

Worksheet

Touching Box filled with pieces of materials.  
Magnifying glass

Tape measures

Bulletin board: pictures of different kinds of clothes.

We must change our clothes when they get dirty.

There are many different kinds of materials. We wear different materials on different occasions and for different seasons.

6. To learn the appropriate clothes for seasons.

Film:  
Choosing Clothes for Health

Bulletin board; Clothes Train for each season. Children bring pictures to put in the cars. (G)

Discuss different clothes for each seasons.

Film:  
Choosing Clothes for Health  
U-3622, P-I

Bulletin board; Clothes Train

#### D. Weather

1. To learn proper dress.

Discuss clothes for weather.

Add two more cars to the Clothes Train, snow and rain

Add to the Clothes Train

We learn to make changes in our clothes when the weather changes.

2. To learn to make simple predictions.

Talk about pictures of clouds

Pictures of clouds on the opaque projector  
Outside thermometer

3. To learn to read the thermometer

Try to read a thermometer

Experiment:

Plant grass seed on two sponges, one wet and in the sun; one dry and in the dark. Compare and discuss.

Grass seed and sponges

Sun and rain are important to make things grow.

4. To understand the importance of rain and snow.

5. To understand seasonal changes.

Draw seasonal pictures. (H)

Worksheet on seasons. (I, J)  
Worksheet (R)

Worksheets and pencils and crayons.

#### E. Colds and Diseases

1. To learn to read the thermometer.

Try to read the thermometer

Personal thermometer

2. To understand how colds are caught.

Films:  
How Colds Travel  
How to Catch a Cold

Films;  
Indiana State Board of Health

We can catch colds many ways.



	Television quiz box	Television Quiz Box with pictures from the book <u>Health Can Be Fun</u> by Mamro Lear	
	Demonstrate proper use of the drinking fountain.	Supervised trip to the drinking fountain.	
	Filmstrip: <u>Keeping Well and Happy</u>	Filmstrip: County Tuberculosis Association	
3. To understand how to get well.	Discuss how to get well.		We need rest, food and warmth to get better when we are sick.
4. To learn who to see	<del>Worksheets on telephone</del> Worksheet on telephone book	Worksheets	We go to the doctor regularly but mostly when we are sick.
5. To understand need for periodic examinations.	Have a doctor talk to the children	Resource visitor-- Doctor	
6. To understand causes and control of diseases	Discuss	Pamphlet: "The control of communicable diseases in man." American Public Health Assoc.	
7. To learn about animals and insects that carry diseases.	Display pictures of animals and insects.	Pictures	Animals and insects carry germs that make us sick.
8. To learn about germs and how they enter our body.	Darken the room; flash the movie projector light on the wall to see the dust particles; germs attach to dust and spread. Discuss how they enter the body.	Movie projector	Germs that make us sick are in the air, too.

9. To understand how  
colds are spread.

Film: Joan Avoids A  
Cold, Indiana State  
Board of Health

Film: Joan Avoids  
A cold, Indiana  
State Board of Health

Demonstrate use of  
tissues for coughing,  
sneezing and blowing  
your nose.

Tissues

Poem: My Hankie  
"See my hankie white as snow  
I use it when my nose I blow  
It is not to play with  
Oh, my no!"

#### F. Working and Playing With Others

1. To learn group  
health rules

Discuss group health rules.

Television quiz box with  
health rules.

Television quiz box

We learn how to  
act in a group so  
we do not spread  
germs.

2. To become aware  
of safety hazards

Make a list of safety  
hazards

3. To learn safe  
conduct in group  
activities

Talk about safe conduct.

We learn to act  
safely in a group  
so we don't get  
hurt.

4. To develop good  
traits.

Bulletin board from news-  
papers and magazines of  
people with good traits.  
Show and tell about the  
articles.

Articles brought from  
home.

## G. Family Life

1. To learn to do your share and develop a sense of responsibility.

List and dramatize the chores the children do at home.

We do part of the chores at home.

2. To learn to share with others

Bulletin board  
"Sharing With Others"

Pictures of people sharing

3. To respect others

Discuss what respect is.

4. To gain understanding of the home and family unit

Discuss the roles of mother and father and children.

Bulletin board of pictures of our families brought from home.

Play house dramatization.

Everyone works together in a family. Everyone is happy.

## H. Growth

1. To discover difference in growth and body build

Bulletin board of famous people with different builds.

Pictures of famous people

Our body is our home. Everyone has a different body. Everyone looks different.

2. To understand need for healthy body.

Compare body to a home.



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2. To understand need for healthy body.

Compare body to a home.

3. To learn what our body needs.

Mobile with the body in the center and the needs coming from it; rest, exercise, sun and air, food.

Mobile

Our body needs rest, exercise, sun, air and food in order to stay healthy.

4. To learn basic food for health.

Make a food train with cereal boxes, milk cartons, an engine and four basic food cars.

Milk Cartons and cereal boxes

Film:  
Eat Well, Grow Well.

Film:  
Eat Well, Grow Well.  
U-6115, P-E

## I. Foods

1. To learn basic food for health.

Film:  
Food as Children see it.

Film:  
Food as Children See It.  
Indiana State Board of Health

Posters:  
"Milk from farm to family."

Posters:  
"Milk from farm to family"  
National Dairy Council (60¢)

Pamphlets:  
"Vegetables to help us grow."  
"Is it true. Happy day."

Pamphlets:  
"Vegetables to help us grow."  
Bureau of Publications  
Columbia Univ.

Bulletin board; have children bring pictures of the four basic foods from home. (K)

"Is it true. Happy day."  
National Dairy Council  
(8¢, 10¢)

2. To teach care of foods.

Prepare vegetable soup. Have children help clean, prepare, identify each of the vegetables.

Ingredients for vegetable soup  
Pots and silverware

We must keep food clean and fresh.

Discuss food care.

The four basic foods are:

- 1.
- 2.
- 3.
- 4.

3. To teach sources of food.

Have the children make paper bag masks of their favorite food and tell a story about it. (M)

Paper bags and crayons

We learn where food comes from.

Visit a farm and a dairy.

Trip to a farm and dairy

Paste pictures of foods on a map and discuss it.

Map and pictures of foods

4. To learn kitchen safety.

Discuss kitchen safety in connection with the soup.

5. To learn table manners.

Set a play time table.

Dishes and silverware

We cooked soup

Eat the soup at a party with crackers. Use good manners and discuss them.

Napkins

We had a party

Soup and crackers

We set the table

We ate the soup

with our best manners

6. To teach how to wash dishes.

Clear the dishes from the table and wash them. Discuss.

Dishes, pots, silverware, glasses

Then we washed the dishes.

7. To learn about the supermarket.

Visit supermarket  
Draw pictures of favorite foods.

Trip to supermarket

Worksheet on foods and numbers. (L)

Worksheet

8. To learn the importance of a good breakfast.

Plant grain in a window box

Window box grain

Have children bring samples of their morning cereal.



Have a fruit grab bag. the children are blindfolded and they pick a fruit, identify it and then eat it.

Each child brings a fruit

Bulletin board: Mr Breakfast (M)

Film:

Bills Better Breakfast Puppet Show.

Film:

Bill's Better Breakfast -  
Puppet Show, U-4007 E

Pamphlet:

"A breakfast party for grades  
1,2,3 "  
Cereal Institute Inc.

### J, Physical Fitness

1. To understand how  
out body uses food.

2. To learn about  
exercise and beneficial  
activities.

Do simple excercises like  
touching toes, jumping jacks

Use mats for pretend bicycling  
and swimming.

3, To learn about  
good posture.

Display pictures of good  
posture.

Pictures of good posture

Walk carrying book on  
head. to music

Games; Indian, walk straight  
line, the leader (chief) varies  
the arm positions

We need excercise  
to keep us healthy

We must walk, sit,  
and stand straight  
and tall.

4. To understand need  
for fresh air.

Discuss need for air  
and sun.

5. To understand need  
for rest.

Do arm circles for a  
minute. The arms will  
feel tired. Rest and  
then do more.

### E. Rest, Relaxation and Sleep

1. Learn signs of  
being tired.

How did it feel to do  
arm circles.

We need to rest  
our bodies.

2. To learn ways  
to rest.

"The stretching game"  
Link your thumbs!  
Raise your arms  
Straight up and pull  
your ears;  
Stretch and pull;  
Pull and stretch;  
Try to touch the sky.  
Pull and stretch;  
Stretch and pull;  
Pull--Pull--Pull--  
Drop your arms, now sigh.  
--Frances C. Hunter

Make a clock and have two  
sets of hands.  
red-time we go to sleep  
green-time to wake up

Two sets of hands on  
a clock

Set up ten or fifteen  
minute rest periods.

Bring mats from home  
labeled.

3. To understand need for rest.

Discuss need for rest and sleep.

We need rest so our bodies will grow. Then we will feel healthy and happy.

Dramatize going to sleep tired and waking up cheerful and feeling good.

Film: Rest That Builds Good Health

Film: Rest That Builds Good Health U-3589, P-I

Worksheet on time (N)

Worksheet

#### L. Mental Health

1. To learn that good health habits make you happy.

Film: A Place for Peter

Film: A Place for Peter, Yates  
When we are clean and look nice, we feel happy.

Bulletin board of happy people

2. To understand that happiness is contagious

Show and tell: funny stories and jokes and riddles

We are happy when others are happy too.

3. To learn to work cooperatively in a group.

Film: Are You a Good Sportsman?

Film: Are You a Good Sportsman?, Indiana University

Organize group activities  
parties  
bulletin boards

4. To discuss qualities of good friends

Have children discuss

5. To understand prejudice.

Film: Feeling Left Out

Film: Feeling Left Out, Indiana State Board of Health



6. To develop responsibility for doing best work.

Send children on errands.

Delegate jobs ; rotating class schedule (0)

Rotating Schedule

We are happy when we do our best.

Display good work

7. To develop idea to be busy is to be happy

Display hobbies of children

Bulletin board of hobbies

8. To develop creative ideas to Let off Steam

Tell, draw or dramatize the things that bother you.

Provide small games, music, dance

Games, music

Try finger painting

Finger paints

Many things make us feel better like playing quietly, talking, drawing, or listening to music.

#### M. Safety

1. To develop alert responses to safety hazards.

Television quiz box

Television quiz box coming from Safety San Be Fun, Munro Leaf

2. To learn about safety with strangers

Know information like name address and telephone

Dramatize asking policeman for directions.

Discuss rules of safety with strangers

We never talk to strangers.

3. To learn safety  
at home

Discuss safety hazards  
at home.

Pickup Day at home

Have children tell about  
accidents at home.

Make a telephone information  
card to be hung by the phone

Paper and information  
that the child brought  
from home

Have fireman come to talk

Resource visitor - Fireman

Have a fire safety week.  
Have slip printed up so  
the children can bring  
them home and to their  
neighbors.

At home we must  
be careful in the  
kitchen, bathroom  
and on the stairs  
especially.

We must be care-  
ful of fires, and  
fire hazard.

Discuss class safety

Dramatize safety rules.

Take a walk through the  
halls and up the stairs  
after discussing safety  
rules.

Walk through the lunch-  
room and discuss the  
rules of safety.

Have children check for  
safety out in the play-  
ground during recess.

Have Physical Education  
teacher come and talk.

Resource visitor-  
teacher

We must be safe  
in school. We  
learned safety  
rules for class-  
room, halls,  
stairs and lunch-  
room

6. To learn bicycle safety.

Have a bicycle safety bulletin board. With a bicycle in the middle and rules and questions around it.

We must be careful when riding our bicycle.

7. To understand safe handling of animals.

Talk about care and handling of pets

We must never play with animals we do not know. We are nice to animals.

Do not touch strange animals

Play with class pets

Class Pets

8. To know water safety rules.

Have a Life Guard come to talk about water safety.

Resource visitor- Life Guard

When we play in the water we should always know where we are. There always should be a life guard there. We never swim alone.

Television quiz box on water safety

Television quiz box

Discussion on safety in water

9. To learn to identify poisonous plants.

Bulletin board "Stay Away" - pictures of poisonous plants

Pictures of poisonous plants

10. To learn traffic safety

Have a policeman come to speak

Resource visitor- Policeman

We must be careful when we are near the street.

Poem:

"Red says stop,  
Green says go.  
Yellow says wait,  
You'd better go slow.  
When I reach a crossing place  
To left and right I turn my face.  
I walk, not run, across the street  
And use my head to guide my feet.  
(Worksheet Q)



"Stop, look and listen  
Before you cross the street.  
Use your eyes, use your ears  
Before you use your feet.

Make a model of an intersection  
and walk pipecleaner puppets  
through it safely.

Model

11. To learn about  
bus safety and car  
safety

Show why children must sit  
still when riding the bus.  
Put blocks on a small truck  
stop them suddenly--the  
blocks fall forward.

Small truck  
and blocks

We must keep still  
and be careful  
when riding the  
bus or in a car.

Arrange chairs like a bus  
and have children dramatize  
bus safety rules.

12. To know simple  
first aid

Demonstration from school  
nurse

Resource visitor  
Nurse

#### N. First Aid

1. To learn what to  
do with small cuts  
and scratches

Dramatization plays,  
Children play doctor and  
nurse attending to an  
injured child.

When we get a cut  
or scratch we should  
wash it and keep it  
clean.

2. To learn what  
to do with broken  
bones and fractures.

"

If someone gets hurt,  
we should never move  
them. We should get  
a doctor.

3. To learn what  
to do about nosebleeds

"

If our nose bleeds  
we should sit  
quietly and put  
a cold cloth on it.

4. To learn about  
what to do about poison  
plants

"

5. To learn what to do  
about animal bites

"

If we walk through  
poisonous plants or  
get bitten by an  
animal, we should keep  
the place clean and  
see a doctor.

6. To learn who to  
contact in case of  
emergency

Worksheet: telephone  
and telephone book  
(P)

Worksheet

## Free Materials

### Cleanliness

Personal Products  
Education Dept.  
Milltown, N. J.

American Dental Association  
Bureau of Dental Health Education  
222 E. Superior St.  
Chicago 11, Illinois

American Optometric Association, Inc.  
Dept. of Public Information  
4030 Chantreau Ave.  
St. Louis 10, Mo.

National Foot Health Council Inc.  
321 Union St.  
Rockland, Mass.

National Shoe Manufacturers Association  
342 Madison Ave.  
New York 17, N.Y.

Colgate-Palmolive Co.  
300 Park Ave.  
New York, N.Y.

### Family Life

American Institute of Family Relations  
5287 Sunset Blvd.  
Los Angeles 27, California

Association for Family Life  
32 W. Randolph Suite 1818  
Chicago 1, Illinois

National Council for Family Relations  
5757 S. Drexel Ave.  
Chicago 37, Illinois  
(teacher's kit \$2.50)



## Foods

National Dairy Council  
111 N. Canal Street  
Chicago 6, Illinois

American Dry Milk Institute Inc.  
221 N. LaSalle St.  
Chicago 1, Illinois

Cereal Institute Inc.  
Home Economics Dept  
135 S. La Salle St.  
Chicago 3, Illinois

## Physical Fitness

American Seating Co.  
9th and Broadway  
Grand Rapids 2, Mich.

## Mental Health

National Association for Mental Health Inc.  
10 Columbus Circle  
New York 19, N. Y.

## Safety

Aetna Life Affiliated Co.  
Information and Education Dept.  
151 Farmington Ave.  
Hartford 15, Conn.

American Medical Association  
Bureau of Health Education  
535 N. Dearborn St.  
Chicago 10, Illinois

American Fire Insurance Co.  
Engineering Dept.  
30 Maiden Lane  
New York, N. Y.

Federation of Mutual Fire Insurance Co.  
20 N. Wacker Drive  
Chicago 6, Illinois

Bicycle Institute of America  
122 E. 42nd St.  
New York, N.Y.

Bicycle Safety Kit  
Johnson and Johnson  
Director of Education  
New Brunswick, N. J.

National Safety Council  
425 N. Michigan Ave.  
Chicago 11, Illinois

American Auto Association  
Pennsylvania Ave. at 17th, NW  
Washington 6, D. C.

#### First Aid

American National Red Cross  
17th and D Street  
Washington 13, D. C.

John Hancock Mutual Life Insurance Co.  
Health Education Services  
200 Berkeley St.  
Boston 17, Mass.

# Poster

While Reading....

1. face away from



2.



Have light  
coming over one  
← shoulder.

3.

Look away from



← OP →





# Money

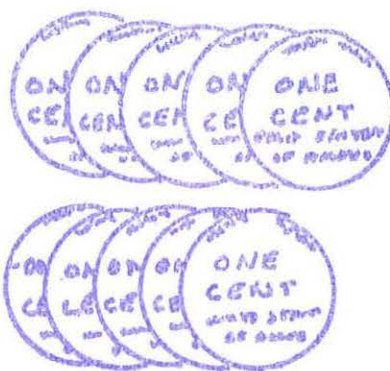
C



5 cents



5 cents  
a nickel



10 cents



10 cents  
a dime



2 nickels



1 dime

Fill in correct numbers.

1 nickel is \_\_\_\_\_ cents.

2 nickels are \_\_\_\_\_ cents.

2 nickels are \_\_\_\_\_ dime.

3 nickels are \_\_\_\_\_ cents.

1 dime is \_\_\_\_\_ nickels.

1 dime is \_\_\_\_\_ cents.

5 cents = \_\_\_\_\_ nickel.

10 cents = \_\_\_\_\_ nickels.

10 cents = \_\_\_\_\_ dime.

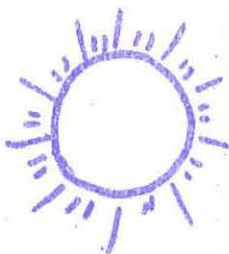
2 dimes = \_\_\_\_\_ cents.

4 nickels = \_\_\_\_\_ dimes.

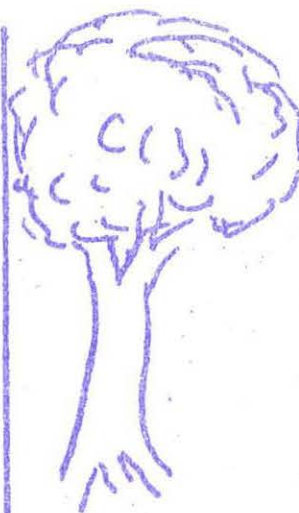
4 nickels = \_\_\_\_\_ cents.

Draw seasonal pictures.

Summer:



Fall:



Winter:



Spring:



# Seasons

What do we do?

## Winter



Go sledding.



Make snowmen.

## Summer



Go boating.



Go swimming.

## Spring

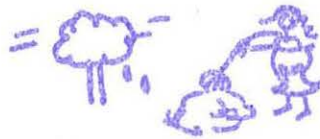


Play with our bicycle.



Plant in our Garden.

## Fall



Rake leaves.




Play ball.

Circle the correct answer.

1. We go  in the Summer.

1. Sledding
2. Make snowmen
3. Boating

2. We  in the Spring.

1. Plant our garden.
2. Rake leaves
3. Go swimming.

3. We  in the Winter.

1. Play ball
2. Go swimming
3. Make snowmen


4. We  in the Fall.

1. Play with our bicycle
2. Go boating
3. Rake leaves



Draw a line from the first column to the one that goes with it in the second column.

leaves	Spring
snowmen	Summer
ball	Fall
sledding	Winter
swimming	Spring
bicycle	Summer
boating	Fall
garden	Winter



# Numbers and Seasons

Summer  
Spring

Winter  
Fall

Numbers:

1 2 3 4 5 6 7 8 9 10

Fill in missing numbers

1 - 3 4 - - 7 - 9 -

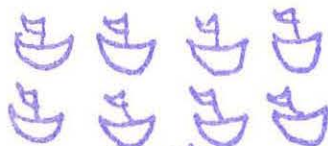
How many are there? Fill number in box.



bicycle



balls



boats



trees



Red



Blue



Yellow



Green



Color the trees Green.

Color 4 boats Red.

Color 1 snowman Blue.

Color 3 balls Yellow.

Color 3 boats Blue.

Color 2 snowmen Green.

Color 1 boat Yellow.

Color 2 balls Red.



Have the children cut out pictures  
and paste them around the right finger.





1.

one  
pear



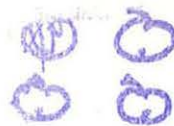
2.

two  
carrots



3.

three  
bananas



4.

four  
apples



5.

five  
oranges

Color the food the proper color.

Draw line to correct number. To the correct word.



4

one



3

three



2

five



1

four



5

two

Draw four apples.

Draw five bananas.

Draw three oranges

Write the numbers.

three

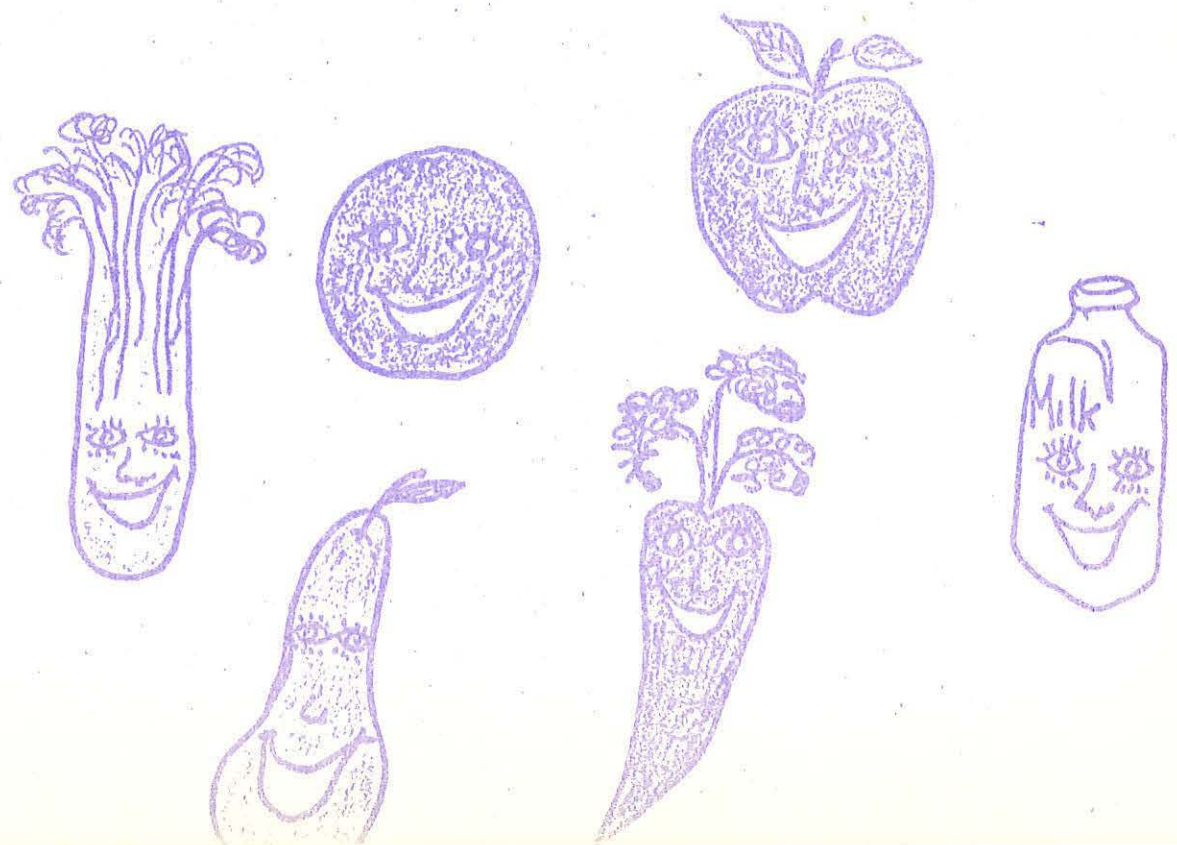
one

four



Mr. Breakfast

Examples for food masks out of paper bags.



# Time

N

Can we count?

1 2 3 4 5 6 7 8 9 10 11 12

Fill in the missing numbers.

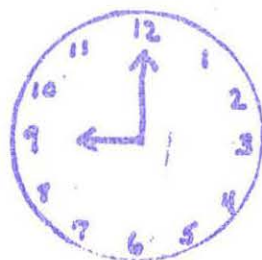
1 - - 4 - - - 8 9 - 11 -

This is a clock

The big hand points to the minutes.

The little hand points to the hours.

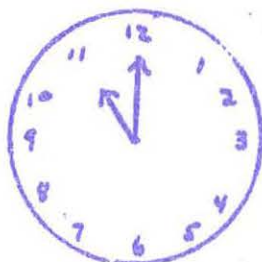
It is 9 o'clock.



Can you tell me the time?



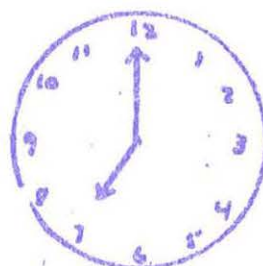
— o'clock



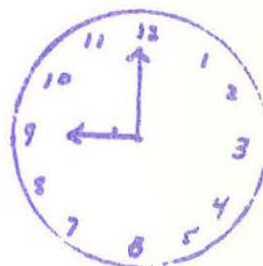
— o'clock



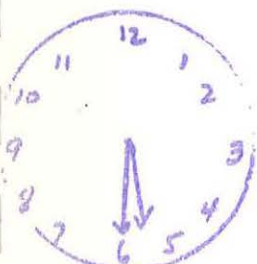
— o'clock



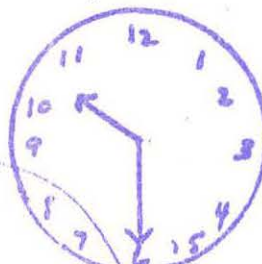
— o'clock



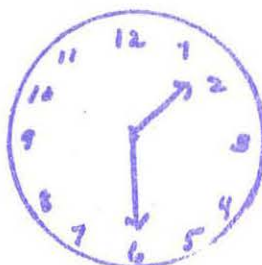
— o'clock



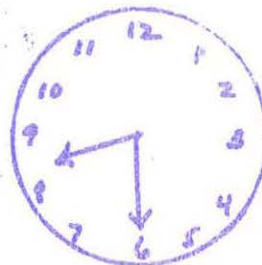
half past  
— o'clock



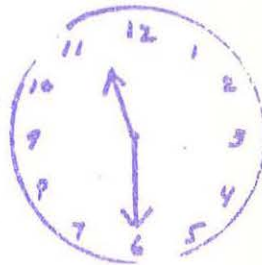
half past  
— o'clock



half past  
— o'clock



half past  
— o'clock



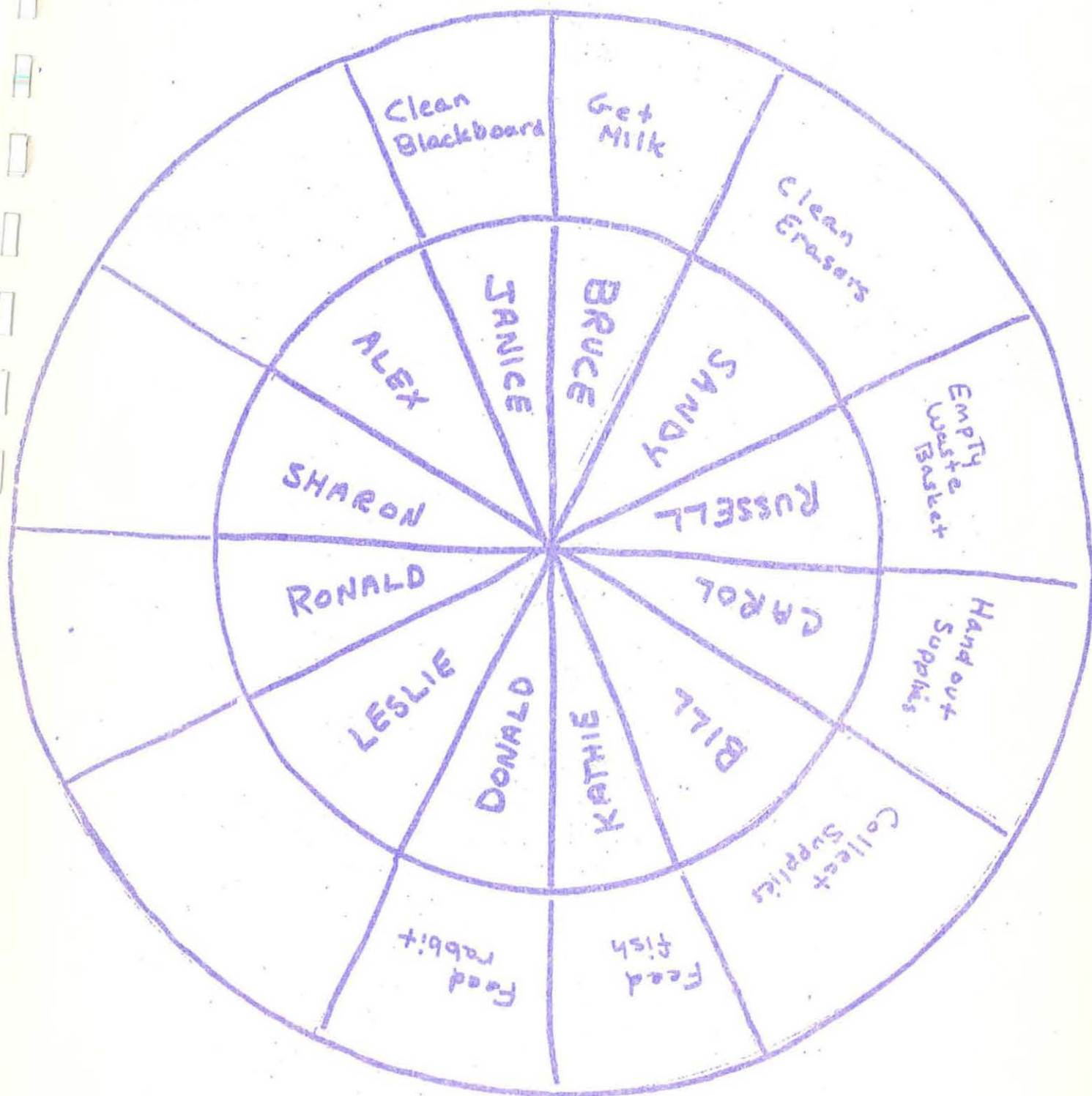
half past  
— o'clock



1-10-1961

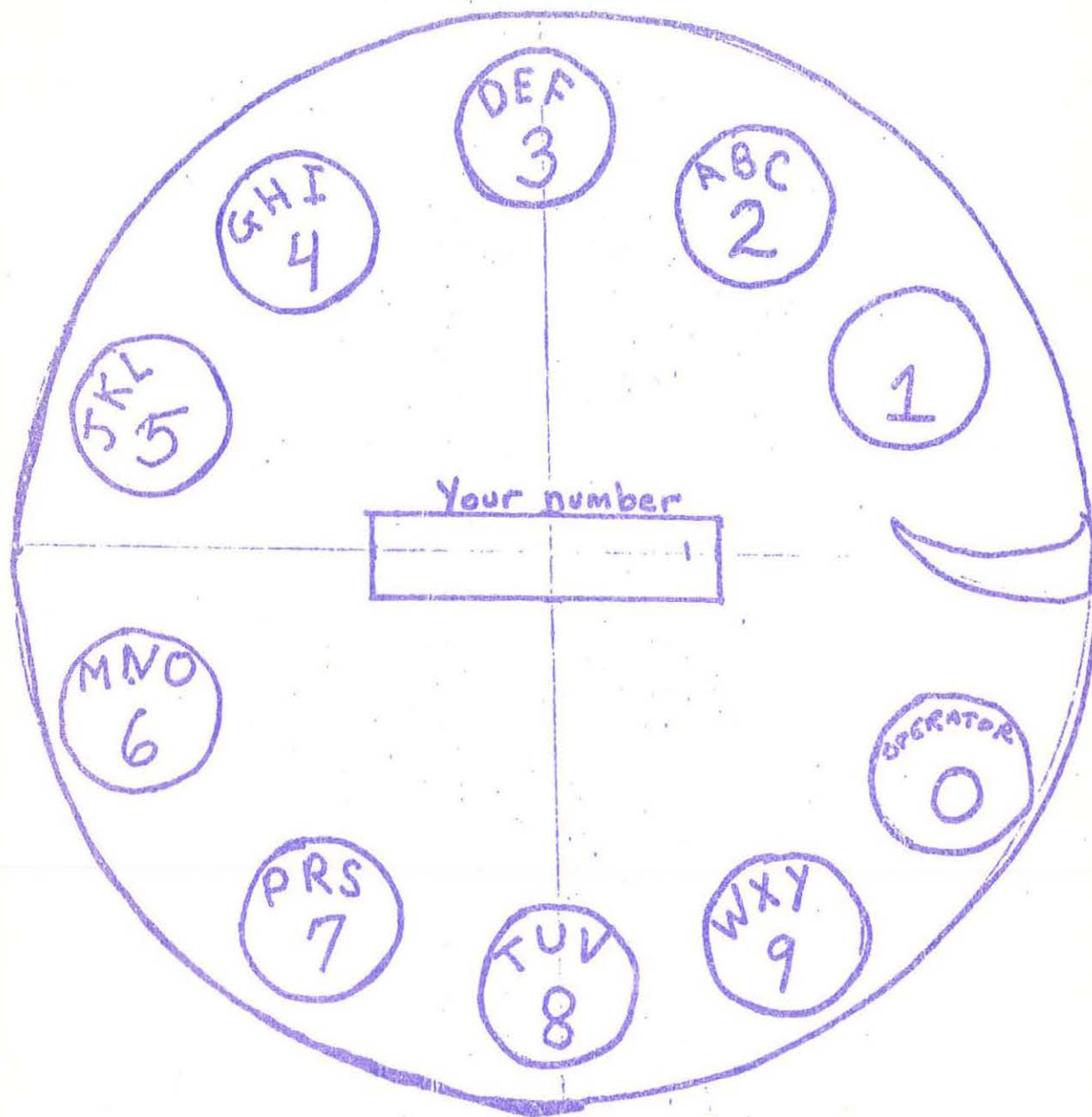
rotating schedule for Class Job Responsibilities  
to be placed on wall.

Names of Children  
Jobs



Jobs (green circle) remains stationary while the children's names (red circle) rotates.

# Telephone



Fill in your number.

Answer in the blanks. Write the correct number.

1. Dial — — for OR.
2. Dial — — for UN.
3. Dial — — for DA.
4. Dial — — for LE.
5. Dial — for OPERATOR.

## Exercise on the Telephone Book

Johnson Richard W	922 Kirkwood Av	-- -- --	338-6759
Johnson Tom	320 Ellis Av	-- -- --	351-2438
Johnston Geo	524 Iowa Av	-- -- --	337-5162
Jones Dean	717 W. Washington Av	-- -- --	338-9775
Kacena John	713 E Davenport	-- -- --	337-9215
Kasper Glenn	RR 2 Oxford	-- -- --	338-3086
Kelly Howard	305 Koser Av	-- -- --	338-8976
Kelly Judy	124½ N. Clinton	-- -- --	351-7126
Lane Mae	631 N. Jefferson	-- -- --	351-2714
Mathes Bruce	221 E. College	-- -- --	337-6436
Miller Ann	622 N. Court	-- -- --	338-4506

Answer in blanks.

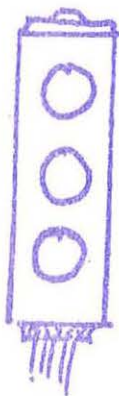
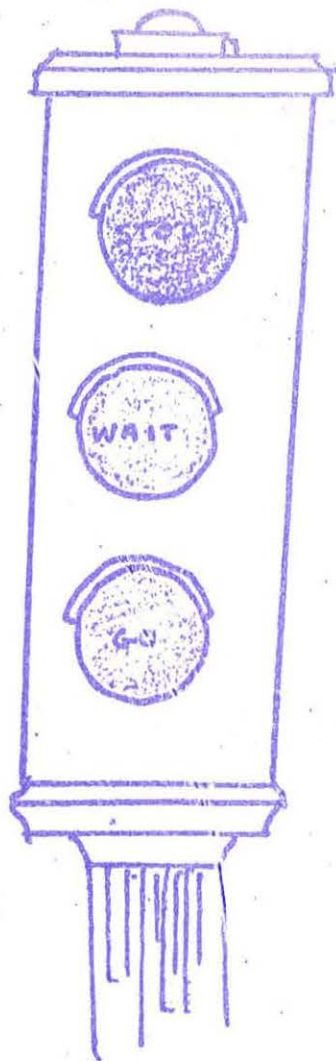
- 1) What is Dean Jones' telephone number? \_\_\_\_\_
- 2) What is Miss Kelly's first name? \_\_\_\_\_
- 3) What is Bruce Mathes' address? \_\_\_\_\_
- 4) What is Tom Johnson's telephone number? \_\_\_\_\_
- 5) What is Mr. Johnston's first name? \_\_\_\_\_

## Using a regular phone book

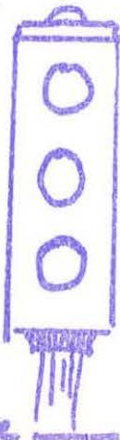
- 1) Can you find your father's name? \_\_\_\_\_
- 2) On the back cover or first pages --
  - a) Can you find the number of the police? \_\_\_\_\_
  - b) Can you find the number of the fire dept.? \_\_\_\_\_
- 3) What can the Operator do for us? \_\_\_\_\_



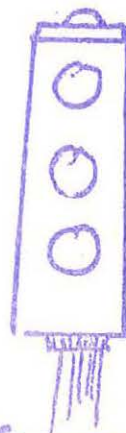
Safety helper  
Traffic light



The — says  
STOP.



The — says  
WAIT.



The — says  
GO.

## Days of the Week

12

1. Sunday
2. Monday
3. Tuesday
4. Wednesday
5. Thursday
6. Friday
7. Saturday

Matching: draw a line to words that are the same.

Sunday	Thursday
Monday	Wednesday
Tuesday	Friday
Wednesday	Tuesday
Thursday	Monday
Friday	Saturday
Saturday	Sunday

Circle same word in each line

<u>Sunday</u>	Saturday	<u>Sunday</u>	Tuesday
Monday	Wednesday	Friday	Monday
Tuesday	Tuesday	Sunday	Thursday
Wednesday	Monday	Wednesday	Friday
Thursday	Tuesday	Thursday	Saturday
Friday	Saturday	Wednesday	Friday
Saturday	Thursday	Saturday	Monday

Fill in the missing letters.

Sunday	S - n - - y
Monday	M o - d - -
Tuesday	T - - s - a y
Wednesday	W - d n e - - - -
Thursday	T - u - - d - y
Friday	Fr - d - -
Saturday	S - - u - - a -





**LIFE EXPERIENCE UNIT**

**Our Home Unit**

**Prepared by:**

**Judy Harvey**

**For: Curriculum Development  
and Methodology for  
the Mentally Retarded I**

## THE HOME

- I. This unit is important because the child spends a great deal of time in the home. He must first learn to be a successful citizen in his own home before he is likely to learn responsibility to the community or to society. At this age, the home is the basis of many of the social interactions, learning experiences, and adjustment to other institutions, such as the school and the community. Consequently, a unit on the home provides a basic orientation for several other units.

### II. Sub-Units

- A. The house and yard
- B. The family
- C. Household tasks
- D. Home furnishings
- E. Preparation of food
- F. Child care
- G. Courtesy within the home
- H. Safety in the home
- I. Handling money

### III. Objectives

- A. To take pride in the appearance of the house and yard, and to assume responsibility for its upkeep.
- B. To recognize and appreciate the roles of all family members.
- C. To encourage the students to take part in simple jobs around the house.
- D. To recognize home furnishings and their appropriate uses.
- E. To realize the importance of type and preparation of food to the health of the family.
- F. To play with or entertain younger siblings.
- G. To learn good manners in the home which will carry over to other situations.
- H. To provide children with experience in shopping for household items and handling small sums of money.
- I. To impress upon the child that there are certain safety rules which should be adhered to.



#### IV. Core Area Activities

##### A. Arithmetic Concepts

1. Number of rooms in the house
2. Size of yard, (large, small) measurement of specific areas
3. Number and ages of family members
4. Measurement in food preparation
5. Budgeting--handling allowance
6. Telling time

##### B. Communicative Skills

1. Use of communication media
2. Entertaining friends in the home--conversational skills
3. Ordering groceries by phone
4. Discussion of students' homes and families
5. Following directions

##### C. Social Attitudes

1. Responsibility for making the home acceptable to the rest of the neighborhood
2. Roles of family members
3. Cooperation in work and recreation
4. Respect for property
5. Development of favorable attitudes toward other family members
6. Table manners
7. Paying bills promptly
8. Courtesy toward other family members and visitors in the home

##### D. Health

1. Prevention of communicable diseases
2. Food preparation
3. Nutrition
4. Personal cleanliness
5. Cleanliness of the home
6. Proper care of household pets

##### E. Safety

1. Keep house and yard free of debris
2. Fire hazards in and around the home
3. Careful handling of toys and household equipment
4. Safe play areas
5. First aid
6. Care of younger children in the family

## F. Vocational Skills

1. Babysitting skills
2. Cooperation
3. Yardwork
4. Household tasks

## V. Vocabulary

room  
house  
home  
apartment  
kitchen  
bedroom  
livingroom  
plant  
grow  
paint  
repair  
lawn  
chair  
bed  
stove  
lamp  
family  
mother  
father

sister  
brother  
job  
invite  
earn  
salary  
repair  
laundry  
pet  
nickel  
dime  
quarter  
dollar  
store  
customer  
clerk  
package  
fresh  
health

supermarket  
garden  
dairy  
vegetable  
fruit  
meat  
groceries  
serve  
prevent  
safety  
fire  
fireman  
traffic  
disease  
injury  
bandage  
sick  
burn  
cut

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To acquaint students with various types and sizes of houses.	<ol style="list-style-type: none"> <li>1. Have each student draw his own house.</li> <li>2. Start a "My Home" scrapbook to be added to throughout the unit.</li> <li>3. Class discussion of the various rooms in the house and their function</li> <li>4. Class discussion of various types of houses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Bulletin boards featuring different types of houses or different rooms in house.</li> <li>2. Art materials</li> </ol>	<ol style="list-style-type: none"> <li>1. Students' comments about size, type, and location of houses.</li> <li>2. Observations concerning the rooms of the house.</li> </ol>
2. To make students realize the importance of the upkeep of the house and yard.	<ol style="list-style-type: none"> <li>1. Discuss ways of adding to the attractiveness of the house.               <ol style="list-style-type: none"> <li>a. Keeping the lawn mowed and free of debris</li> <li>b. Having the house painted and in a state of good repair</li> </ol> </li> <li>2. Plant and care for a small portion of grass or small yard plants.</li> <li>3. Add to scrapbook with pictures of well-kept houses and lawns.</li> </ol>	<ol style="list-style-type: none"> <li>1. Magazines</li> <li>2. Seed catalogs</li> <li>3. Dirt, containers, and seeds for planting</li> <li>4. Art materials</li> <li>5. Bulletin boards featuring house and yard displays</li> </ol>	<ol style="list-style-type: none"> <li>1. How do we take care of the house and yard?</li> <li>2. How do we take care of growing things around the house?</li> </ol>
3. To acquaint the students with various home furnishings	<ol style="list-style-type: none"> <li>1. To add to the scrapbook with catalog and magazine pictures of furniture</li> <li>2. Discuss common home furnishings and categorize them according to rooms</li> <li>3. Appropriate placement of furniture using scale model doll house and furniture</li> <li>4. Matching game seatwork (Association of words and label)</li> <li>5. Identification of pictures of furniture and their uses</li> <li>6. Discuss care of furniture</li> </ol>	<ol style="list-style-type: none"> <li>1. Doll house and scale model furniture</li> <li>2. Furniture flash cards</li> <li>3. Magazines and catalogs</li> <li>4. Pictures of furniture</li> </ol>	<ol style="list-style-type: none"> <li>1. Common furniture</li> <li>2. Where certain pieces of furniture belong</li> <li>3. Proper uses of furniture</li> <li>4. Respect for furniture</li> </ol>



SEATWORK # 3

Level 1 Color the circle with the right color.



Don't walk



Don't walk



Walk

Level 2 What do these signs mean?



OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
4. To stress the concept of family.	<ol style="list-style-type: none"> <li>1. Draw your family. Add the drawing to the scrapbook or cut pictures from magazines to represent the family.</li> <li>2. Discuss relationships such as sister, brother, etc.</li> <li>3. Count family members. Decide whose is the largest and whose is the smallest.</li> <li>4. Each member of the family has a different role.</li> </ol>	1. Art materials	<ol style="list-style-type: none"> <li>1. What is a family?</li> <li>2. Who are the members of a family?</li> <li>3. Different sizes of families</li> <li>4. Roles of family members</li> </ol>
5. To stress the importance of the father's role in the family.	<ol style="list-style-type: none"> <li>1. Discuss how the father earns money for the family.</li> <li>2. Discuss the jobs of the students' fathers.</li> <li>3. Invite some of the fathers to come talk about their jobs.</li> <li>4. Discuss the father's duties around the house. <ol style="list-style-type: none"> <li>a. Yard work</li> <li>b. Repair work</li> </ol> </li> </ol>	1. Bulletin boards featuring fathers with their families, in their jobs, etc.	<ol style="list-style-type: none"> <li>1. Father's occupation</li> <li>2. Father's household work</li> </ol>
6. To understand the mother's role in the home.	<ol style="list-style-type: none"> <li>1. Discussion of mother's household duties. <ol style="list-style-type: none"> <li>a. Laundry</li> <li>b. Food preparation</li> <li>c. Child care</li> <li>d. Housecleaning</li> </ol> </li> <li>2. Discussion or individual reports on mothers' jobs outside the home.</li> </ol>	1. Bulletin board displays of mothers occupied in various tasks.	1. Mother's responsibility in the home.



## OBJECTIVES

## ACTIVITIES

## RESOURCE MATERIALS

## EXPERIENCE CHART

7. To understand the role of the children in the home.

1. Discuss respect for parents and cooperation with siblings.
2. Discuss and practice common household chores
  - a. Setting the table
  - b. Making a bet (perhaps a cot in the nurse's office can be used for demonstration).
  - c. Care of pets -- perhaps a pet may be kept in the room and a different child made responsible for its care each day
  - d. Washing and drying dishes
3. Errands
  - a. Going to the store
    - (1) Recognition of coins and bills and their values
    - (2) Set up a pretend store stocked with empty food cans and packages. Have students take turns playing the role of the customer

1. Silverware and dishes.
2. Dishpan, dish-towel and detergent.
3. Empty food containers.
4. Money--real and pretend.

1. Cooperation with parents and siblings.
2. Household chores and errands.

8. To teach the importance of courtesy in the home.

1. Discuss and practice table manners, telephone manners, and introductions.
2. Entertaining guests--invite mothers to school for a social afternoon.
  - a. Write invitations
  - b. Practice host and hostess skills
3. Discuss cooperation between family members
  - a. Sharing
  - b. Division of work
  - c. Telling time

1. Books on manners: i.e., What Do You Say, Dear?, by Sasyle Joslin
2. Time telling worksheet
3. Manners bulletin board

1. What constitutes good manners?
2. How to be a good host or hostess.



OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
9. To teach the students the importance of a well-balanced diet to the health of the family.	<ol style="list-style-type: none"> <li>1. Bring a shopping cart full of groceries to class. Discuss packaging and health factors involved.</li> <li>2. Stress importance of washing unpackaged foods, such as fresh fruits and vegetables.</li> <li>3. Discuss what constitutes a well-balanced meal.</li> <li>4. Food flash card drill. Have children identify the food pictured and the group to which it belongs--meat, vegetable, dairy product, etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Groceries</li> <li>2. Food flash cards</li> <li>3. Pictures of food</li> </ol>	<ol style="list-style-type: none"> <li>1. Packaging</li> <li>2. Cleanliness in handling and preparing food</li> <li>3. Classification of food by groups</li> </ol>
10. To familiarize students with processes of food preparation.	<ol style="list-style-type: none"> <li>1. Discuss where food comes from.               <ol style="list-style-type: none"> <li>a. Supermarket</li> <li>b. The garden</li> <li>c. The dairy</li> </ol>               (1) Field trips may be arranged for one or more of these.             </li> <li>2. Using the shopping cart full of various foods, determine how each is to be prepared for serving.</li> </ol>	<ol style="list-style-type: none"> <li>1. Groceries</li> <li>2. Pictures</li> <li>3. Food centered bulletin board</li> </ol>	<ol style="list-style-type: none"> <li>1. Field trip</li> <li>2. Where does food come from?</li> <li>3. How are various foods prepared?</li> </ol>
11. To stress safety in the home and to point out common safety hazards	<ol style="list-style-type: none"> <li>1. Discuss safety hazards in the home and how to prevent accidents.</li> <li>2. Add to "My Home" scrapbook a list of safety rules for the home.</li> <li>3. Invite a member of the fire department to talk to the class about fire prevention.</li> <li>4. Quiz students on safety using a prepared set of "What is wrong" pictures</li> <li>5. Discuss traffic safety and safe play areas.</li> <li>6. Show and discuss a filmstrip on safety.</li> </ol>	<ol style="list-style-type: none"> <li>1. Filmstrip and projection equipment</li> <li>2. "What is Wrong?" pictures--can sometimes be obtained from insurance companies</li> <li>3. Art materials</li> </ol>	<ol style="list-style-type: none"> <li>1. Safety rules</li> <li>2. Fire prevention</li> <li>3. Traffic safety</li> </ol>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
12. To teach simple first aid principles that may prove helpful in the home.	<ol style="list-style-type: none"> <li>1. Discuss the type of injuries that may be treated at home.</li> <li>2. Invite the school nurse to demonstrate treatment for minor injuries.</li> <li>3. Have children practice some of the previously demonstrated techniques such as applying a bandage, etc.</li> <li>4. Discuss prevention of communicable diseases.</li> <li>5. Discuss caring for a sick person in the home.</li> </ol>	1. First aid kit	<ol style="list-style-type: none"> <li>1. Treatment of minor injuries</li> <li>2. Prevention of communicable diseases</li> <li>3. Care of the sick in the home.</li> </ol>
13. Recognition of community helpers and their service to the home.	<ol style="list-style-type: none"> <li>1. Discuss the roles of the milkman, mailman, garbage man, public health nurse.</li> <li>2. Invite one of these community helpers to speak to the class.</li> <li>3. Add a "people who help us" section to the "Our Home" scrapbook.</li> </ol>	1. Art materials	<ol style="list-style-type: none"> <li>1. Community helpers</li> <li>2. How do they help us?</li> </ol>
14. To learn the basic concept of budgeting.	<ol style="list-style-type: none"> <li>1. We have to pay money for the things we want.</li> <li>2. Bills should be paid promptly.</li> <li>3. Some services in the home must be paid for, such as electricity, water, telephone.</li> <li>4. Have students practice making a budget on a limited scale--budgeting an allowance.</li> <li>5. Recognition of coins and bills and the value of each.</li> </ol>	<ol style="list-style-type: none"> <li>1. Money worksheets</li> <li>2. Play money</li> </ol>	<ol style="list-style-type: none"> <li>1. Paying for goods and services</li> <li>2. Paying bills promptly</li> <li>3. What do we mean by budgeting?</li> </ol>
15. How to use leisure time constructively in the home.	<ol style="list-style-type: none"> <li>1. Have students report on interesting hobbies.</li> <li>2. Discuss play areas in the neighborhood</li> <li>3. Discuss family activities and projects.</li> </ol>		<ol style="list-style-type: none"> <li>1. Hobbies</li> <li>2. Good play areas</li> <li>3. Family activities</li> </ol>







AGE LEVEL:

6 - 10

UNIT TOPIC:

Clothing

AUTHOR:

Donna Berge

*Series 63*

## I. Selection of Unit

- A. For the 6 - 10 age level, this unit will serve as a means of introducing the child to a pleasurable school situation; the child already has some of the knowledge relevant to clothing, and thus, he will encounter some successful experiences.
- B. It provides a beginning for the many social competencies which must be specifically taught and instilled in the mentally retarded child and which will eventually contribute to his acceptance in the social world.
- C. It is an enjoyable unit for the child.
- D. It is meaningful, for clothing is a tangible property of life.
- E. It is capable of being related to various real life circumstances.
- F. It has infinite potential for contributing to other subject matter and for relating to other units, thus providing meaningful repetition.

## II. Sub-Units

- A. Animals and plants as a source of clothing
- B. Appropriate clothing
- C. Seasonal changes
- D. Courtesy
- E. Safety

- F. Parts of the body.
- G. Cleanliness (body)
- H. Cleanliness (clothing)
- I. Money

### III. General Objectives

- A. To help the child appreciate his environment and its provisions for clothing.
- B. To develop a concept of clothing and the necessary variations for different occasions and seasons.
- C. To help the child gain experience in behavior outside the classroom.
- D. To develop the importance of good grooming and cleanliness with regard to one's body and clothing.
- E. To develop various basic skills as they can be related to clothing.

### IV. Activities in Core Areas

#### Arithmetic Concepts

- 1. Counting
  - a. money
  - b. number of arms, hands, etc.
- 2. Recognition of coins and bills
- 3. Flannel board (concept of change)
- 4. Field trip (concept of buying)

#### Social Competencies

- 1. Courtesy on field trip
- 2. Demonstration of washing oneself
- 3. Learn about clean clothing
- 4. Clothing for school, dress, play, and seasons
- 5. Meeting and talking with a person of the community
- 6. Teacher-student conversations



### Communicative Skills

1. Vocabulary
2. Discussion
3. Listening skills
4. Writing a thank you note
5. Experience chart
6. Use of bulletin board
7. Posters
8. Song
9. Stories

### Health

1. Chart (I Want to be Clean)
2. Watch film
3. Learn parts of the body
4. Healthful use of money
5. Prevention of colds

### Safety

1. Rules for safety on a school bus
2. Dramatization
3. Poster (traffic signals)
4. Safety in the classroom
5. Safety in color of clothing

### Vocational Skills

1. Meeting a clerk

## V. Resource Material

- A. Large boy and girl poster board dolls
- B. Material to serve as doll's clothing
- C. Samples of cotton and wool
- D. Box of various types of clothing
- E. Experience chart
- F. Bulletin board
- G. Posters
- H. Catalogs
- I. Pictures
- J. Film
- K. Book
- L. Stories
- M. Song
- N. Art materials
- O. Field trip
- P. Clerk in a clothing store
- Q. School bus
- R. Towel, wash cloth, soap
- S. Boxes of detergent and bleach
- T. Dimes, quarters

## U. Flannel board

## VI. Vocabulary

Spelling (for those who are able - for the rest these will be also recognition words)

body	dress	green
face	shoe	walk
neck	sock	don't walk
arm	coat	dollar
hand	soap	dime
trunk	wash	quarter
leg	clothing	thank you
foot	white	
slacks	red	
shirt	yellow	

### Recognition

wear	bath tub	wool
sweater	sink	brother
skirt	wash cloth	sister
house	towel	saw
shorts	washing machine	buy
boot	laundromat	store
glove	dryer	rummage sale
mitten	clothes line	clerk
hat	sheep	snow
scarf	plant	warm
detergent	animal	cold
bleach	cotton	hot

clean

summer

church

change

spring

play

fall

party

school

winter



## Objectives

## Activities

## Resource Material

## Experience Chart

- III. To develop a sense of appropriate clothing for different occasions
- Good clothing for special occasions
  - Safety in the classroom

Judy and Jim are still in their school clothing. They have just been invited to a party. Let's help them decide what to wear. Discussion of what children wear for good clothing and where they wear good clothing. Show poster of good, dressy clothing. Give each child a section of a catalog and have him cut out appropriate clothing for dressy occasions. Instruction in use of scissors.

Judy and Jim  
Poster (of good clothing)  
Catalogs

What is Good Clothing?

Where do we wear good clothing  
Party  
Church, etc.

- IV. To further develop a sense of appropriate clothing.
- Clothing for play
  - Safety in color of clothing at night

Read story about play. Judy and Jim are going to play today. What will they wear? Show poster of play clothing. Explain use of white article of clothing at night. Seatwork: #2

Book (elementary basal text story)

Judy and Jim

Poster of play clothing

Types of Play Clothing

- V. To develop an understanding of seasonal changes.
- Fall
  - Winter
  - Spring
  - Summer
  - Realization of healthy dress in different seasons

Show pictures of various seasons with people dressed accordingly. Discussion of temperature in various seasons. Film (Dress for Health)

Pictures

Film (10 min.)

The Four Seasons

Fall is warm.  
Winter is cold.  
Spring is warm.  
Summer is hot.

Objectives	Activities	Resource Material	Experience Chart
<p>VI. To develop an understanding of what to wear in the winter. (Ideally this would include what to wear in each season, one season per lesson.)</p> <ul style="list-style-type: none"> <li>-Use of wool in winter</li> <li>-Prevention of colds</li> </ul>	<p>Review of winter weather in film and concept that winter is cold. Discussion of what they wore to school today. (It is winter.) Explain use of wool in winter. Dress Judy and Jim in warm winter clothing.</p> <p>It is important to dress in warm clothing so as to prevent colds. Have children look through catalogs and pick out winter clothing and make their own poster as has been presented by the teacher in previous lessons.</p>	<p>Judy and Jim</p> <p>Catalogs</p>	<p>Winter is cold</p> <p>We wear wool clothing.</p> <p>Warm clothing in the winter:</p> <ul style="list-style-type: none"> <li>Coat</li> <li>Boots</li> <li>Mittens</li> <li>Hat</li> <li>Scarf</li> </ul> <p>Dressing in warm clothing will keep us from getting a cold.</p>
<p>VII. To develop an understanding of how we acquire our clothes.</p> <ul style="list-style-type: none"> <li>-From relatives-To develop an appreciation of older clothing</li> <li>-From rummage sales</li> <li>-By making our own (sewing)</li> <li>-From clothing stores (buying)</li> </ul> <p>To review knowledge so far acquired.</p>	<p>Judy and Jim are very happy today. They received a big box of clothing. The clothing belonged to their older sister and brother. Let's help them open the box. Various articles of clothing are brought forth from the box. The children name each article and say whether the clothing can be used for school, dress, or play and if it is winter clothing.</p> <p>Discuss other sources of acquiring clothing.</p>	<p>Judy and Jim</p> <p>Box of various types of clothing</p>	<p>Where we get our clothes.</p> <ul style="list-style-type: none"> <li>Relatives</li> <li>Rummage sales</li> <li>Make our own</li> <li>Clothing store</li> </ul>



## Objectives

## Activities

## Resource Material

## Experience Chart

VIII. Preparation for trip to clothing store.

- Develop safety skills on school bus on street

Review: One way of acquiring clothing is buying them from a clothing store.  
Learn how to behave on a bus and on the street.  
List these rules on experience chart.  
Learn meaning of traffic signals through poster.  
Dramatization of bus trip:  
Line up chairs in form of seats in a bus. Practice skills listed on chart.  
Seatwork: #3

Dramatization

Poster (of traffic signals)

How to act on a Bus

Do not run  
Do not push  
Stay seated  
Talk softly  
Walk in singly  
Only two people in a seat.

Duplicate of worksheet #3

IX. Further preparation for trip to clothing store

- Develop courtesy skills
- Learn what to look for at the clothing store.

Teacher related story. Judy and Jim visited a clothing store. They will tell us how they acted when they were there. They said hello to the clerk (the person who sells clothes). They listened. They said thank you to the clerk when they left, etc.  
Ask the children how Judy and Jim behaved when they were at the store. Put responses on experience chart. Teacher reads over experience chart from previous days to serve as a means of relating to the children what they should look for at the clothing store.

Judy and Jim

Story

Courtesy rules  
Hello to the clerk  
Be quiet  
Listen to the clerk  
Thank the clerk



## Objectives

## Activities

## Resource Material

## Experience Chart

X. Field trip to clothing store (of their income level)

- \*Safety and courtesy skills into practice
- Tangible evidence in a real life situation of what has been learned
- Meeting a person in the community

Teacher reviews courtesy skills while on bus.  
Clerk shows the children the different clothes they have talked about in class and that a store is where you buy clothing. Work on experience chart after returning.

Field trip

School bus

Clerk

Name the types of clothing seen in the clothing store.

Wool

Cotton

Clothes for different occasions

Clothes for the season, winter

XI. Follow-up of field trip

- Stimulate creativity
- Teach a short letter form

Judy and Jim want to know what we saw yesterday at the store. Let's draw pictures of what we saw for them.

Discussion of a thank you note. Teacher prints a thank you note on the blackboard and each student copies it and signs his name.

Judy and Jim

Art materials

Dear Miss X

Thank you for showing us your store. We had fun. Thank you.

(Signed)

XII. To understand that clothing is put on our body

- Learn parts of body
- Learn to count number of parts of body.

Teacher points to parts of her body and names them. Repeats. Teacher counts each part of body while pointing to it. (Face-1, neck-1, arms-1,2, etc.) Children stand and point and name and count parts of body. Song sung by teacher while pointing.

I have 1 face

I have 1 neck

I have 1,2 arms

I have 1,2 hands

I have 1 trunk

I have 1,2 legs

I have 1,2 feet

Song is sung by children and teacher  
Seatwork: #4

Song (teacher original)

Song

Reproduction of Seatwork # 4

## Objectives

## Activities

## Resource Material

## Experience Chart

XIII. To develop an understanding and pride in cleanliness of the body  
 -Acquaint children with means of cleanliness

Review: Song of parts of body.  
 Discussion of cleanliness and its importance.  
 Pictures of bath tub and sink and explain their use.  
 Demonstration by teacher and student of washing oneself.

Song  
 Pictures  
 Examples of soap, wash cloth, and towel  
 Demonstration

We want to be clean.  
 We wash all the parts of our body everyday.  
 We use water and soap and a wash cloth and a towel.

XIV. To develop an understanding of the importance of a neat appearance  
 -A clean body (review)  
 -Clean clothing  
 Familiarity with means of washing clothes

Review: Experience chart of previous day.  
 Discussion of cleanliness.  
 Pictures of a laundromat, washing machings at home, and clothes lines.  
 Show boxes of detergent and bleach.  
 Explain use and show example of "I Want to be Clean" chart,

Pictures  
 Boxes of detergent, bleach  
 Chart: (I Want to be Clean)

We wash our body.  
 We wash our clothes.  
 We use detergent and bleach.

XV. To acquaint the child with the type of money used at a laundromat.  
 -Recognition of dime, quarter  
 -Apprehension of concept of change  
 -Healthful use of money

Reintroduce picture of laundromat.  
 Show the students quarters and dimes and let them work with them after instructing them not to put the coins in their mouths and why.  
 Explain the use of these coins at a laundromat.  
 Work with concept of change on flannel board.  
 Seatwork: #5

Picture  
 Quarters, dimes  
 Flannel board

At a Laundromat:  
 Cost of washing clothes  
 Use quarters and dimes  
 Sometimes have to get change to wash clothes.

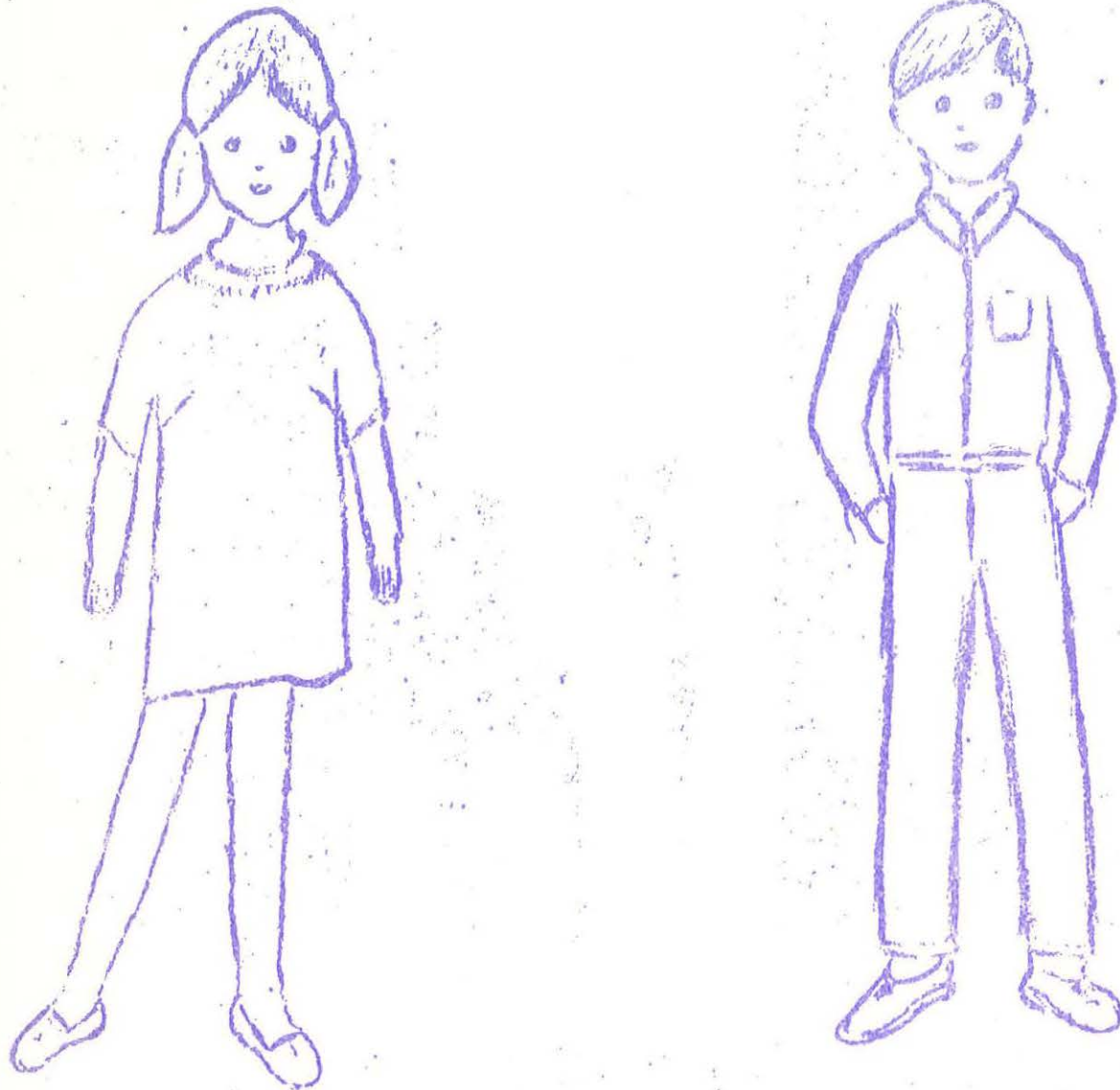


**Summary:**

This unit will be concluded by a trip to the laundromat. This will serve to reinforce the aspect of clean clothing. Also, it will be a means of reviewing safety and courtesy rules. The "I Want to be Clean" chart will be used every day to strengthen the importance of cleanliness. Other relevant material which might be included if this unit was extended would be correct and healthy clothing for fall, spring, and summer; increase in growth correlated with increase in size of clothing; and further related learnings in care of clothing such as learning to hang up one's clothing, purpose of ironing and mending, etc.



TEACHING AID  
Judy and Jim



Description: Judy and Jim are near life-size and are made from heavy poster board. They are reinforced with wood splints so as to be able to stand up.

Purpose: Judy and Jim are introduced in various lessons throughout the unit. They are a means of stimulating interest and providing concrete examples of different types of clothing.

I WANT TO BE CLEAN

	M	T	W	Th	F
FACE					
HANDS					
CLOTHES					



EXAMPLE OF POSTER  
School Clothing



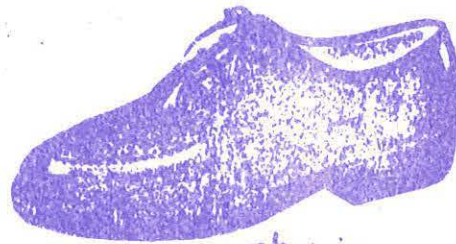
slacks



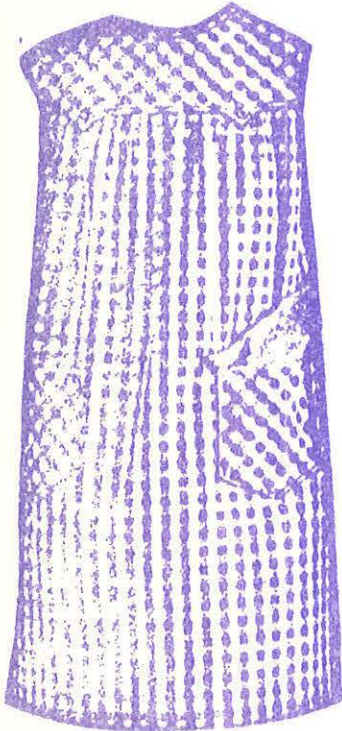
shirt



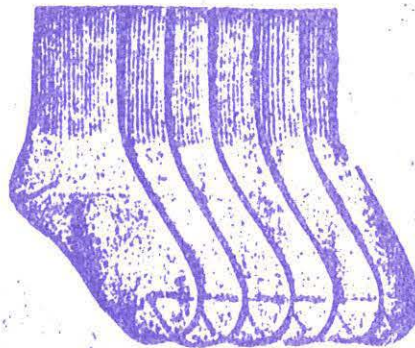
socks



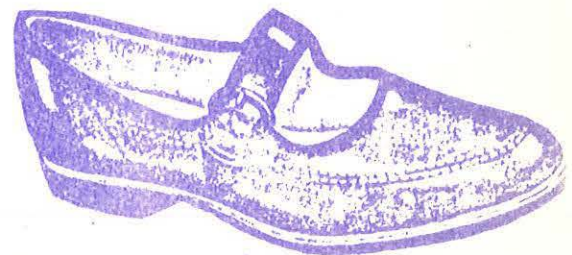
shoe



dress



socks

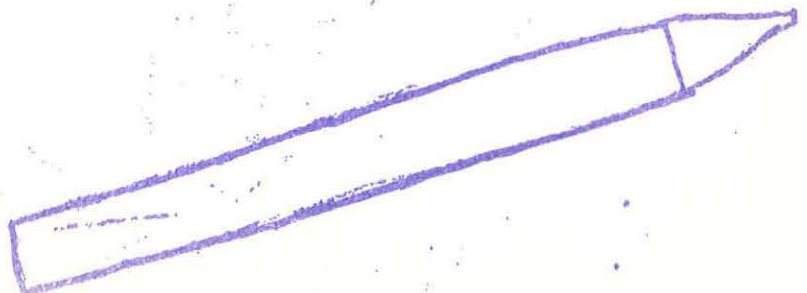
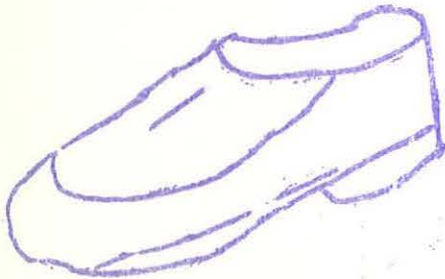
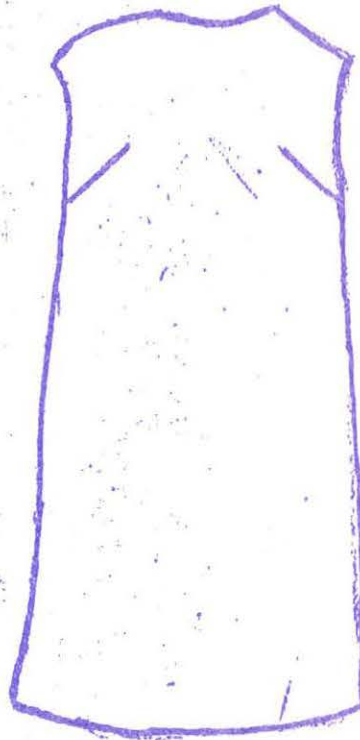
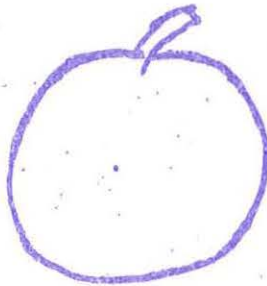
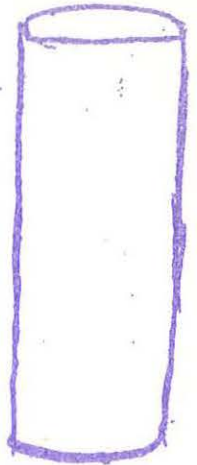
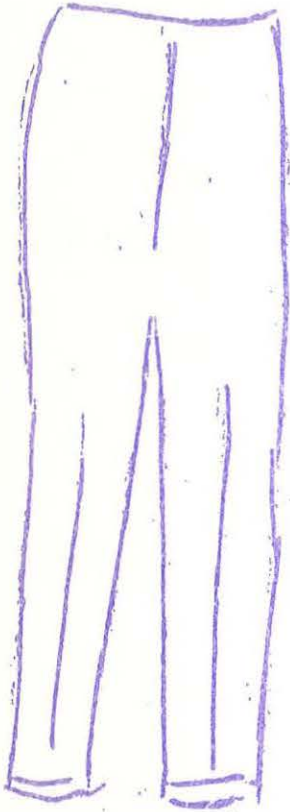


shoe



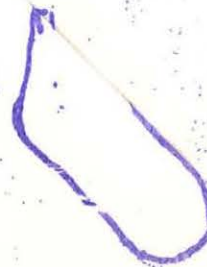
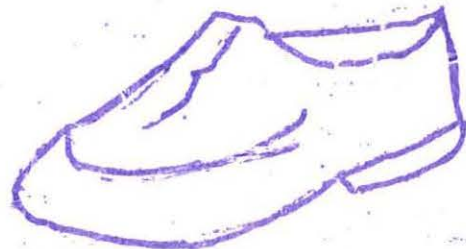
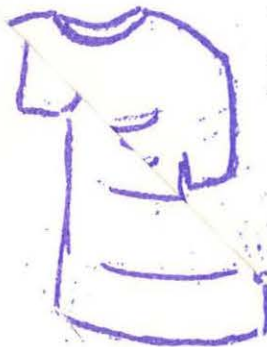
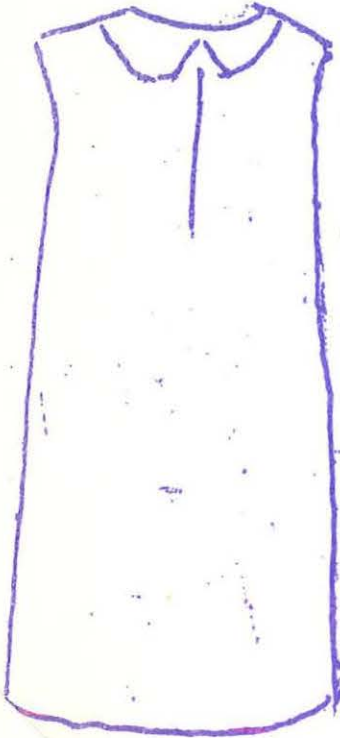
SEATWORK # 1

Level 11 Put an X on the articles of clothing.



SEATWORK # 1 (CONT.)

Level 2: Name the clothing.



SEATWORK # 4

Level 1  
Level 2

Matching parts to names  
Fill-in

Level 1

Level 2

trunk

face

neck

hand

arm

foot

leg

